

PRACTICAL
ENGLISH GRAMMAR

PRINCE



Class PE 1111

Book P75

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A PRACTICAL ENGLISH GRAMMAR

FOR UPPER GRADES

Prince
BY

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PREFACE

The use of English grammar as a branch of study in the schools has been, and still is, a disputed point. The uncertainty of educators in their attitude toward the subject is shown by the changing place it has had in the elementary-school course in recent years, — now pursued in all its formal technicalities, and now dropped altogether or else given a minor place in so-called language lessons. So far as the practical results of the study afford a basis for judgment, it must be confessed that such results in many places stand as an argument for its exclusion altogether from the grammar schools. But it is believed that the reason for failure lies in the fact that too much has been attempted in the learning of many principles and forms, and too little in their application to what is useful and comprehensible to the pupils. Too frequently the courses of study and the textbooks show that an endless mass of facts is required, much of it independent of any immediate use to the pupils. The facts presented are also in many cases fit only for mature minds and then merely as a means of "mental discipline." The result is that many pupils after years of study are unable to apply the commonest and simplest rules of syntax, either in speaking or in writing, while they seem to be almost wholly lacking in that knowledge of grammatical relations which helps them in the study of English literature or of a foreign language.

It is the aim of this book to present in simple form the most important facts of correct English construction and to

provide abundant practice in the application of them, with the object of accomplishing certain definite practical results. These results are : (1) such a knowledge of the relations of words in sentences as will give the pupils ability to analyze intelligently the best literature of our language ; (2) such a knowledge of the common principles and rules of construction as will help the pupils to express themselves correctly in language which they are likely to use ; and (3) such a knowledge of the inflections and relations of words as will assist the pupils in acquiring a foreign language.

The introductory chapter is intended only as a hint to the teacher of what should be done to prepare pupils for the study of grammar. Quite extended drill should be given upon the topics covered in the first two sections ; for the value of grammar to pupils will greatly depend upon their having a clear notion of the difference between ideas and thoughts on the one hand and words and sentences on the other.

It is assumed that the pupils have had a good degree of practice in the use of correct language before the study of grammar is begun, especially in the constant practice of repeating sentences involving rules of construction most frequently violated. Before these rules are studied there should be such a repetition of correct forms as to offset the influence of incorrect speech, to which children are so often exposed. The importance is apparent of getting the ear accustomed to correct forms both as an end in itself and as a preparation for grammatical study. Special exercises for correctness, therefore, should be given during the first six years of school life. It is at the close of this period that the formal study of grammar should be begun, to continue for two or three years in the upper grades of the grammar school.

It is believed that the facts given in the body of the book are all that will be needed for ordinary uses either in expression or in interpretation. The more difficult uses and relations of words are given in the Appendix, mainly for reference and for the benefit of those pupils who are able to do more than the ordinary work of a class. By this means there is avoided the confusion of too many details and the danger of making the work too difficult for the pupils.

Grateful acknowledgments are due to Miss Katharine H. Shute of the Boston Normal School, to Mr. William D. Parkinson, Superintendent of Schools, Waltham, Mass., and to the proof readers of the Athenæum Press for the invaluable aid which they have given in reading the proof.

Among the grammars consulted in the preparation of the book are Whitney's, Meikeljohn's, and Mätzner's, to which the author is under special obligations.

J. T. P.

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ENGLISH GRAMMAR

INTRODUCTION

WHAT ENGLISH GRAMMAR IS, AND WHY IT IS STUDIED

The first thing that a boy or girl wants to know before a new piece of work is taken up is whether it is of any use, and, if it is of any use, what that use is. Before these questions can be answered in respect to English grammar, it will be necessary to show just what is meant by grammar, and what relation it has to language.

1. Ideas and Words. When you see an object or hear a sound, there is made on your mind an impression which you are able to recall afterwards. This impression is called an **idea**. Thus you have an idea of the size or color of an apple which you have seen, or of the sound of an explosion which you have heard. These may be called "quality ideas." You may also have "action ideas," as when you see the movements of boys and birds. All these ideas may be expressed by the words "large," "red," "loud," "run," and "fly," which may be spoken or written.

Again, when you hear words spoken or see them written or printed, they suggest or call up in your mind ideas. For

NOTE. Heavy-type figures in parentheses refer to numbered sections in the body of the book. Parts of the Appendix are referred to by Roman numerals preceded by the abbreviation "App." Thus, App. IV means Part IV of the Appendix.

example, the words "dog" and "tricks" may suggest to you your dog at home and what you have taught him to do.

Words used in speaking or writing are expressions or signs of ideas.

2. Thoughts and Sentences. When you say the word "candy" you express an object idea. When you say the word "sweet" you express a quality idea. Neither expression taken by itself tells or asserts anything. But when you connect the two words by "is," you assert or tell something; that is, you express a **complete thought** when you say, "Candy is sweet," and the words so expressed are called a **Sentence**.

You may use several words together and still not make a sentence, as when you say, "This candy in my hand." Such an expression is not a sentence because it does not express a complete thought. What word could you insert in this expression so as to make a sentence?

Sometimes an object idea and an action idea are brought together in the mind, as when we join the idea of "birds" and of "flying." When we do that we have a complete thought, and when we express the thought in words we have the sentence "Birds fly" or "Birds are flying."

Which of the following expressions are sentences, and why?

1. The beautiful flowers.
2. The flowers are beautiful.
3. The boys of this school.
4. Excused for absence.
5. The largest tree in the middle of the forest.
6. I saw a squirrel in the woods.
7. Ripen the last of August.
8. The apples growing upon this tree.
9. A very pleasant day for our excursion.

Join 3 and 4 so as to form a sentence. The insertion of what word in 5 will make a sentence?

From what you have learned, can you define a sentence?

Two things should be kept in mind in defining a sentence : (1) that it is a group of words ; and (2) that it expresses a complete thought.

A sentence is a group of words which expresses a complete thought.

3. English Language. The term "language" as commonly used means the expression of ideas and thoughts. By English language, or English, is meant the language used by the people of England and by all others who speak like them. The history of this language shows that its present condition has been attained by very slow growth, its form having been changed by influences which have been going on for over fifteen hundred years, until at the present time it is one of the richest of modern languages.

English language as it is spoken and written is either "good English" or "bad English." English is good which clearly, exactly, and correctly expresses what the speaker or writer intends to say. Correctness of language, which is the main purpose of our present study, means the *right construction of sentences*, and is gained by following the practices of the best speakers and writers.

English language as a study is that knowledge which has for its object the right construction of sentences.

4. English Grammar. The object of the study of English language is a knowledge of the usages of the best speakers and writers. The purpose of English grammar is simply to aid in attaining that object by explaining or interpreting the

language that is thus used. This is done by showing the correct forms and uses of words in their various relations.

English grammar is that knowledge which has for its object the interpretation of the right construction of sentences.

5. Purpose of the Study of English Grammar. Without the study of English grammar we might know the correct uses and forms of words from imitation, and be able to express ourselves with unvarying correctness. But to possess this knowledge and ability it would be necessary for us to come in contact with correct forms only. If we heard and saw none but correct English we should know from the sound or appearance of the words whether they were right or wrong, and of course it would be only by accident if we used a word incorrectly or if we used the wrong form of a word. As it is, however, we cannot trust our ears or eyes to guide us in the correct use of language, so accustomed are we to hearing and seeing wrong forms and uses of words.

Suppose, for example, you supply in each of the following blanks the word which you think is correct :

He called to see my sister and ——. (Use "I" or "me.")

I did not know —— it was. (Use "who" or "whom.")

Neither of us —— to blame. (Use "was" or "were.")

The flower in your hand looks ——. (Use "beautiful" or "beautifully.")

You may be able to use the correct words in the above expressions, but unless you can give some principle or rule founded upon the best usage to account for them, you will not be sure that you are right. One use of the study of grammar, therefore, is the knowledge of principles and rules which will help us to speak and write correctly, or which will be a test of the English we use.

Again, if we know the correct forms of words and their relations in sentences, we are enabled to see more clearly than we could otherwise the meaning of what we read. This knowledge is found especially useful in interpreting difficult or obscure passages. Take, for example, the lines :

True hope is swift, and flies with swallow's wings ;
Kings it makes gods, and meaner creatures, kings.

What can you say of the meaning of the second line? Are you so sure of the meaning that you can express it fully in your own language? You may be able to do this, but you will be surer of the true meaning if you have had much practice in the analysis of sentences, which is seeing the relations of words in sentences.

There is another use of a good knowledge of English grammar, and that is, the help it gives in learning a foreign language. A knowledge of the forms of English words and their relations in sentences will enable one to understand and learn more easily similar variations of form and relations in another language.

These, then, are the direct practical uses of knowing English grammar, namely :

1. Assistance in speaking and writing correctly by knowing the rules and principles of the construction of sentences (syntax).
2. Ability to understand more clearly the meaning of what is read by knowing how to separate a sentence into parts and by knowing the function of these parts in the sentence (analysis).
3. Preparation for the study of a foreign language by knowing the classification and inflection of English words (etymology).

There is still another use of the study of elementary grammar which is perhaps as important as those which have been mentioned, and that is, its use as a preparation for the higher study of English in high school or college. There is no better foundation for good scholarship in any department of study, especially in English composition and literature, than a thorough knowledge of the principles underlying the structure of our language.

To secure all these ends of grammatical study, it will be necessary to apply by much practice the facts of construction that are learned. Opportunities for practice are given in the many special exercises which are scattered throughout this book. It is hoped that the directions they contain will be carefully followed, so as to make the study of the greatest value to you.

CHAPTER I

THE SENTENCE

6. Kinds of Sentences according to Use. You have learned that a sentence is a group of words so arranged as to express a complete thought; but in all the examples of sentences given in 2, only one form of a complete thought is expressed, — that of asserting or telling something. This kind of sentence is sometimes called an assertion.

There are two other kinds of sentences which are frequently used :

1. The kind used in asking questions.
2. The kind used in making an entreaty or in giving a command.

The use of these three kinds of sentences is shown in the following examples :

The door is shut.
Is the door shut?
Please shut the door.

Sentences of these kinds may also be used in exclamation or in some excited state of mind as when we say :

What a strong wind this is !
Does n't the wind blow !
Hear the wind blow !

The names and uses of all these kinds of sentences will be seen in the sections which follow.

7. Declarative Sentences. The sentence "Football is a good game" declares or asserts something. The same is true of each of the following sentences :

I saw a good game of ball yesterday. The game began at two o'clock. It lasted two hours.

All such sentences are called **Declarative Sentences**.¹

A declarative sentence is a sentence that declares or asserts.

8.

EXERCISES

I. Make declarative sentences telling about (1) bananas ; (2) a horse ; (3) what you like to do ; (4) where you went yesterday ; (5) Abraham Lincoln.

II. Make five declarative sentences telling about the town or city in which you live.

III. Find, if you can, five short declarative sentences in this book.

9. Interrogative Sentences. If you say to one of your classmates, "Where is the lesson in arithmetic? Have you performed all the problems?" you are expressing complete thoughts in the form of questions. That is, you are using sentences that interrogate or ask questions. They are therefore called **Interrogative Sentences**.

Write a sentence which asks a question about (1) the weather ; (2) that apple ; (3) where some one has been ; (4) what some one has done ; (5) what some one intends to do.

What kind of sentences have you written? How do they differ from declarative sentences?

An interrogative sentence is a sentence used in asking a question.

¹ They are also called sometimes Assertive Sentences.

10.

EXERCISES

I. Point out all the interrogative sentences you can find on page 8.

II. Construct interrogative sentences that can be answered by the following declarative sentences :

1. The oldest town in the United States is St. Augustine, Florida.
2. It was founded by the Spaniards in 1565.
3. Jamestown, Virginia, was settled by the English in 1607.
4. Plymouth, Massachusetts, was settled by the Pilgrims in 1620.
5. They were Separatists from the Church of England.
6. The Massachusetts Bay Colony was founded by the Puritans in 1629.

III. Construct five interrogative sentences and five declarative sentences that have some connection with your lessons.

11. Imperative Sentences. If you say, "Put the book on the table," you express a command. If you say, "Please shut the door," or "Pardon me," you express a request. Such sentences as these are called **Imperative Sentences**.

Make an imperative sentence such as a boy might use in speaking to a dog. Make an imperative sentence such as a boy might use at the dinner table. If a man wishes to apologize to some one for something he has done, what might he say?

An imperative sentence is a sentence expressing a command or a request.

12.

EXERCISES

I. Find three imperative sentences in this section.

II. Find five declarative sentences in one of your textbooks and change them into imperative sentences.

III. Construct five imperative sentences such as an officer might use in giving orders.

13. Exclamatory Sentences. Sometimes a declarative, an interrogative, or an imperative sentence expresses surprise or strong emotion, as

Oh, how warm it is!

This is a declarative sentence which expresses strong feeling. Strong feeling is also expressed in some interrogative and imperative sentences, such as

Is n't the music grand!

Ay, tear her tattered ensign down!

All such sentences are said to be **Exclamatory Sentences**.

An exclamatory sentence is a sentence that expresses strong feeling.

Tell whether each of the following exclamatory sentences is declarative, interrogative, or imperative :

1. Rouse, ye Romans!
2. Will ye give it up to slaves!
3. Sail on, O Union, strong and great!
4. The ground 's your own, my braves!
5. How sublime is the sea at such a time!

14.

EXERCISES

I. Change the following into exclamatory sentences :

- | | |
|---------------------------|--------------------------------|
| 1. I wish he were here. | 4. It was a glorious sunset. |
| 2. Is this not great fun? | 5. It is a very pleasant day. |
| 3. Do not speak a word. | 6. Are you going home so soon? |

II. Select ten exclamatory sentences from your reading book and classify them into declarative, interrogative, and imperative sentences.

15. EXERCISE

Tell the kind of each of the following sentences :

1. Be ye all of one mind.
2. This is the forest primeval.
3. Woodman, spare that tree !
Touch not a single bough !
4. How are the mighty fallen !
5. Listen to this Indian legend,
To this song of Hiawatha.
6. " Will you walk into my parlor ? "
Said the spider to the fly.
7. There 's no rain left in heaven.
8. Is it so nominated in the bond ?
9. What is so rare as a day in June ?
Then, if ever, come perfect days.
10. Give me liberty or give me death.
11. Thou, too, sail on, O Ship of State !
Sail on, O Union, strong and great !
12. Love is sunshine, hate is shadow,
Life is checkered shade and sunshine ;
Rule by love, O Hiawatha.
13. O mighty Cæsar, dost thou lie so low !
14. The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea.
15. Oh, what a fall was there, my countrymen !
16. The vine still clings to the mouldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.
17. There 's no dew left on the daisies and clover.
18. Now fades the glimmering landscape on the sight.
19. Little Boy Blue, come blow your horn,
The sheep 's in the meadow, the cow 's in the corn.
20. Out of the abundance of the heart the mouth speaketh.
21. Go to the ant, thou sluggard ; consider her ways and be wise.

CHAPTER II

PARTS OF SPEECH

NOTE TO TEACHERS. In this chapter only the most obvious distinctions of word relations will be made. The purpose is to prepare the pupils for the work required in the three following chapters.

16. Classification of Words. You have learned that sentences are divided into different classes according to their use. In the same way words may be classified according to their use in sentences. The use of words in sentences depends upon the kind of ideas they express or the part they have in helping to express a thought. There are, for example, words which express object ideas, others which express action ideas, and still others which express quality ideas. A word may, however, belong to more than one class if used in different ways, as are the italicized words in the following sentences :

1. They *sail* the boat.
2. The boat has a *sail*.
3. They *whip* the horses with a *whip*.
4. Mr. *Black* will *black* the *black* shoes.

The classes into which words are divided according to their use in sentences are called *parts of speech*. Each word is called a part of speech because it is only *part* of a sentence.¹

¹ This name "part of speech" given to a word plainly implies that there is something incomplete about it, that it is not a whole but must be joined with other "parts" in order to make a whole, or in order to be speech. That is in fact the case, and the whole which these parts make up is the *sentence*. — W. D. Whitney in *Essentials of English Grammar*.

17. Nouns.

1. Columbus made three voyages to America.
2. Mexico was first settled by the Spaniards.
3. The *Mayflower* sailed from Plymouth, England.
4. The city of Paris is the capital of France.
5. New York is the largest city in the United States.
6. Nathaniel Hawthorne wrote "The Marble Faun."
7. An island is a body of land surrounded by water.

Point out the words or groups of words above that are used as the names of persons, places, and things.

Give in sentences five names of persons, five names of places, and five names of things.

Words used as the names of persons, places, or things are called nouns.

Nouns also include the names of qualities or states considered apart from objects to which they belong. Such are the italicized words in the following sentences :

1. The *warmth* of the fire revived him.
2. The *brightness* of the sun dazzled his eyes.
3. Switzerland is noted for its *beauty* of scenery.

Use the following nouns in sentences :

growth	laughter	sickness	honesty
truth	courage	running	friendship

A noun is a word or group of words used as the name of something.

18. EXERCISES

I. Point out the nouns in the following sentences and tell of each noun whether it is the name of one or more persons, places, or things, or of some quality or condition used as a name. Point out the groups of words that are used as nouns.

1. The Northmen lived on the coast of Norway. 2. They, with men of the same name from the neighboring coast of Denmark, visited the shores of England. 3. One of the Northmen was Eric. 4. He crossed the sea from Ireland and discovered a country still farther west. 5. Snow and ice covered the new country, which he called Greenland.

6. The Indians taught the white men many things that were of the greatest use to them. 7. White men had never seen an ear of corn until they came to America. 8. Now and then they caught sight of a few Indians on the bank of the river. 9. They also saw herds of deer and buffalo.

10. Captain John Smith was one of the settlers of Virginia. 11. The Indians captured him while he was on an exploring expedition. 12. He said that a chief's young daughter saved his life. 13. The name of the girl was Pocahontas. 14. Afterwards she married John Rolfe, one of the colonists. 15. For some time the English people and the Indians lived in peace together.

II. Point out the nouns in the following paragraph :

One evening, in times long ago, old Philemon and his old wife Baucis sat at their cottage door, enjoying the calm and beautiful sunset. They had already eaten their frugal supper, and intended now to spend a quiet hour or two before bedtime. So they talked together about their garden, and their cow, and their bees, and their grapevine, which clambered over the cottage wall, and on which the grapes were beginning to turn purple. But the rude shouts of children and the fierce barking of dogs, in the village near at hand, grew louder and louder, until, at last, it was hardly possible for Baucis and Philemon to hear each other speak.

"Ah, wife," cried Philemon, "I fear some poor traveler is seeking hospitality among our neighbors yonder, and, instead of giving him food and lodging, they have set their dogs at him, as their custom is!"

HAWTHORNE'S "Wonder Book"

III. Construct five sentences of each of the kinds which you have learned about, and point out the nouns in them.

19. Pronouns. How may the following sentences be improved? "James went to visit James's grandmother." "The grandmother was very glad to see James."

What word should be used instead of "James's"? What words may be used instead of "The grandmother" and "James" in the second sentence?

Examine carefully the following sentences and tell what noun each italicized word stands for: "James went to see *his* grandmother, *who* was very glad to see *him*." "*They* talked about the school *which* *he* attended."

The words used in place of nouns are called pronouns.

Point out the pronouns in the following sentences and tell what each pronoun stands for:

1. Mary lost her pencil.
2. She found it in her desk.
3. John asked his mother if he might go.
4. She told him that she needed him at home.
5. Charles had two rabbits and he gave them apples to eat.
6. The boys gave their sister a book which she liked very much.
7. "Where do you suppose I went last Saturday?" said Henry to his brother.
8. We wish that you would go with us to the concert to-night.
9. The books which I bought for my cousins were sent by express yesterday.

Sometimes, as in 8 and 9, the noun for which a pronoun stands is not expressed. "You" in 8 refers to the person or persons spoken to, and in 9 "I" refers to the speaker. For what do "we" and "us" in 8 stand? "You" in 7 stands for what?

The word or words for which a pronoun stands is called its antecedent.

20.

EXERCISES

I. Point out the pronouns in the following selection and give the antecedent of each.

A thirsty crow spied a pitcher, and flew to it to see if there was any water in it. When she looked in she saw that there was water in the pitcher, but that it was so far from the top that she could not reach it, though she stretched her neck as far as she could. She stopped and thought to herself, "How shall I get that water? I need it and there must be some way." Just then she saw some pebbles lying on the ground; and, picking them up in her beak, she dropped them one by one into the pitcher. They sank to the bottom and at last the water was pushed up by them to the top, so that the crow could easily drink it.

II. Write twelve sentences using the pronouns "you," "them," "me," "their," "his," "my," "mine," "your," "its," "who," "which," "that," and state what the antecedent of each pronoun is.

21. Adjectives. If we say, "Men are wise," we include in the statement all men. But if we say, "Some men are wise," the word "some" limits or modifies the meaning of "men" so as to mean a portion of the men. Again, we see that "wise" modifies the meaning of "men" by telling what kind of men they are. The words "some" and "wise" in this sentence are called **Adjectives**.

In the sentences "They are clever" and "He is absent," "clever" and "absent" are adjectives limiting or modifying the pronouns "they" and "he."

An adjective is a word which modifies the meaning of a noun or pronoun.

The italicized words in the following sentences are adjectives. Point out the noun or pronoun which each adjective modifies.

1. I have a *black* coat. 2. My coat is *black*. 3. He is an *honest* man. 4. He is *honest*. 5. The flowers are *beautiful*. 6. They are also *sweet*. 7. I saw a *large black* dog. 8. The building is *long* and *high*. 9. *This* apple is *small* and *sour*. 10. My *young* brother is very *happy*.

22.

EXERCISES

I. In the following sentences point out the adjectives and the noun or pronoun to which each adjective belongs :

1. It is a pleasant day.
2. I bought a black horse.
3. Those flowers are beautiful.
4. I was very young when he went away.
5. February has twenty-nine days every fourth year.
6. There are fifty sheep in the large pasture.
7. The apples are large but they are not ripe.
8. Few and short were the prayers we said.
9. She wedded a man unlearned and poor.
10. A little learning is a dangerous thing.
11. The greatest truths are sometimes the simplest.
12. Down swept the chill wind from the mountain peak.
13. The true and strong and sound mind is the mind that can embrace equally great things and small.
14. The smith, a mighty man is he
With large and sinewy hands.
15. The way was long, the wind was cold,
The minstrel was infirm and old ;
His withered cheek and tresses gray
Seemed to have known a better day.

II. Use the following adjectives in sentences and tell what they limit :

that	good	brave	happy	terrible
those	fair	young	clever	splendid
each	well	true	large	handsome

III. Copy the following and insert in each blank an appropriate adjective :

1. It is — weather to-day.
2. — apples are very —.
3. The sunset looked — yesterday.
4. Wellington was a — general.
5. Washington was elected the — President.
6. — hands make — work.
7. A — answer turneth away wrath.
8. A — horse is soon curried.
9. A — son maketh a — father.
10. A — heart maketh a — countenance.
11. A — name is rather to be chosen than — riches.

IV. Point out the nouns, pronouns, and adjectives in the sentences in 15.

23. Verbs. 1. You have learned that such a sentence as "The boys play ball" is a declarative sentence. The word that declares or asserts something is "play." This word asserts physical action. The asserting word may also assert mental action, as, "We *learned* our lessons." Sometimes the asserting word asserts state or condition, as, "This apple *tastes* sweet"; and sometimes it asserts only existence or being, as, "We *are* pupils of the grammar school."

Read over carefully the following sentences and pick out the asserting words :

1. The horse runs away.
2. They study their lessons.
3. He thinks he will go.
4. He loves his mother dearly.
5. There is a small boy here.
6. I slept very well last night.
7. The flowers grow in the garden.

Which of the asserting words above assert action? Which asserts state or condition? Which asserts existence or being? All such asserting words are called **Verbs**.

A verb is a word which asserts action, state, or being.

2. Sometimes two or more words are used together as a verb, as in the following sentences :

1. I *have written* a letter.
2. He *will go* to-morrow.
3. You *may do* it if you like.
4. My sister *will have gone* before I arrive.
5. They *did not come* until yesterday.
6. *Have you recited* your lesson yet?
7. *Does she play* on the piano?
8. *Has your brother John ever been* in Europe?

Such groups of words as "have written," "will go," etc., are called **verb phrases**. They are also referred to simply as verbs.

Observe in the last four sentences above that the words of each verb phrase are separated by one or more words; thus in 5 the verb phrase is "did come" and in 8 it is "has been."

24.

EXERCISES

I. Point out the verbs in the following sentences :

1. Columbus first gave the name Indians to the wild people that he saw in the West Indies Islands. 2. They were a copper-colored race of people who usually lived in villages of bark huts. 3. They had no horses, cattle, or sheep, and they had no tools. 4. The men made trails across the country for roads, and they paddled their canoes on the streams and lakes. 5. These Indians lived mainly by hunting and fishing. 6. They also cultivated small pieces of land on which they raised corn, beans, pumpkins, and tobacco.

7. The women or squaws did most of the work. 8. They built the birch-bark wigwams, and they hoed the corn and tobacco with clamshell hoes. 9. They cooked the breakfast and washed the pots in which they had cooked it. 10. They had made the pots from clay which was baked in the fire.

Adapted from MONTGOMERY'S "Elementary American History"

II. Point out the verb phrases in the following sentences :

1. The architect has completed the plans.
2. Some of the men have been working in the mines.
3. He will have heard the good news before he goes.
4. Did he bring the book which he borrowed from you?
5. If he tries very hard, he may yet win the prize.
6. Do you think that they will finish the work to-day?
7. I do not know what he has done with the knife.
8. What were you doing yesterday when I called?
9. At this time to-morrow we shall be driving.
10. When does he think that the ship will sail?
11. He could have gone if he had asked permission.
12. They might have made the canal wide enough in the first place.
13. We could have bought the island for a small sum.
14. Such an investment would have proved profitable.

III. Supply the blanks below with appropriate verbs and verb phrases :

1. Cotton —— in a warm climate.
2. The soldier —— —— instantly.
3. —— the lecture —— at eight o'clock?
4. —— you —— the entire poem?
5. The thrushes —— not —— in August.
6. He —— —— a brief history of the town.
7. —— you not —— —— for several hours?
8. He —— —— the field when the summons came.
9. They —— the bridge which the enemy —— ——.

10. They ——— night and day and ——— very tired.
11. The bluebirds ——— to their old nest in the apple tree.
12. The boy immediately ——— the message which he ———.
13. The farmers ——— great cargoes of wheat to the East.
14. The elephant ——— several loads of teak logs to the wharf.
15. The old Indian ——— the boys to use the bow and the spear.
16. The land ——— so carefully ——— that it yields abundant crops.
17. The wounded soldier ——— on the battle field many hours.
18. The eagle ——— swiftly down and ——— the fish from the weaker bird.
19. For three days ——— the soldiers ——— across the barren plain.
20. He ——— that the natives of India ——— still ——— the rudest implements.

25. Adverbs.

1. He went there.
2. The train will go soon.
3. The bird sang merrily.
4. The apple is quite ripe.
5. It is an uncommonly fine day.
6. Mary writes very rapidly.
7. The horse trots too slowly.

What is the verb in 1? What word modifies its meaning by telling *where* he went?

What word modifies "will go" in 2? What question does it answer?

What word in 3 modifies "sang"? What question does it answer?

The words "there," "soon," and "merrily" modify the meaning of verbs and are therefore called **Adverbs**.

Adverbs may modify the meaning not only of verbs but also of adjectives, as "quite" in 4.

Point out in 5 the adjective and the modifying adverb.

An adverb may also modify the meaning of another adverb, as "very" in 6.

What adverb in 7 modifies an adverb? What question does it answer?

An adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.

An adverb generally answers the questions *Where?* *When?* *How?* or *How much?*

26.

EXERCISES

I. Write sentences using the following adverbs :

quickly	always	scarcely	well
gently	almost	generally	cruelly
easily	nowhere	quietly	surely

In each case tell what the adverb modifies and what question it answers; for example, in the sentence, "He will do the work quickly," "quickly" modifies the verb "will do" and is therefore an adverb. It answers the question *How?*

II. Point out the adverbs in the following sentences and tell what part of speech each adverb modifies :

1. Will you go now?
2. He often goes there.
3. She was seriously ill.
4. They went away yesterday.
5. Why do you retire so early?
6. Do not read quite so rapidly.

7. It is an extremely dull season.
8. They waited there very patiently.
9. Please write slowly and carefully.
10. You should always tell the truth.
11. He wandered about quite aimlessly.
12. The lady looked uncommonly handsome.
13. Please speak your words more distinctly.
14. He had learned the trade most thoroughly.
15. He was unreasonably angry over the matter.
16. The postman generally comes at nine o'clock.
17. He that works industriously will surely succeed.
18. Yesterday the rather tiresome story was finished.
19. You have done well, but I believe you can do better.
20. I finally arrived home and resolved that I would never again go so far away.
21. We cannot expect that this extremely pleasant weather will last long.
22. When we arrived the rest of the climbers had already reached the summit.
23. The season is rather late, but I think the buds will open soon.
24. Finally the plans were made and the conspirators anxiously waited for the dawn.
25. Fortunately the boy was still alive when he was found by his terribly frightened comrades.

III. Fill the blanks below with appropriate adverbs :

1. We shall go —.
2. Charles reads —.
3. — shall you go ?
4. He was — injured.
5. The fire is burning —.
6. We heard the noise — distinctly.
7. He selected the goods — —.
8. He obeyed — and —.

9. I am feeling — well.
10. You are — younger than I.
11. — many cooks spoil the broth.
12. — rose old Barbara Frietchie —.

27. Prepositions.

1. The book is *on* the desk.
2. The man came *by* the train.
3. He will remain *during* the week.
4. A block *of* wood was placed *behind* the wheel.

Note carefully the italicized words in the above sentences. Observe that each of these words expresses a certain relation which the noun after it has to some other word.

For example, "on" in 1 expresses a certain relation which the noun "desk" has to the verb "is." It expresses in this case the relation of place. There are many words that express this relation, as in the sentences "The book is *in* (*by, near, under*) the desk," "The boy walked *over* (*around, past, up, down, across*) the lawn," etc. Other relations are expressed by "of," "during," "with," "after," and "before."

The word "by" in 2 shows the relation between the noun "train" and the verb "came" (came how? *by* the train). In this case the relation is that of manner.

"During" in 3 shows the relation (time) between "week" and "will remain."

"Of" in 4 shows the relation (material) between "wood" and "block."

"Behind" in the same sentence shows the relation (place) between "wheel" and "was placed."

Each of these words, "on," "by," "during," "of," and "behind," is placed before a noun and shows the relation of that noun to some other word.

All such words are called **Prepositions**. A preposition may be used in the same way with pronouns also, as in the sentences "Please sit by me," "He is behind you."

A preposition is a word placed before a noun or pronoun to show its relation to some other word.

The noun or pronoun used with a preposition is called its *object*. Thus, in the above sentences, "desk," "train," "week," "wood," and "wheel" are objects of prepositions.

28.

EXERCISES

I. Construct sentences using the following prepositions :

of	from	after	around	between
to	with	under	before	without
in	into	among	beyond	through
by	upon	beside	toward	beneath

II. Fill the following blanks with appropriate prepositions from the foregoing list :

1. The dog ran —— them.
2. The bear came —— me.
3. We walked —— the trees.
4. I think we shall go —— him.
5. The flowers grew —— the brook.
6. I had a message —— my brother.
7. The little boys ran —— the house.
8. —— supper we went —— the town.
9. We gathered the apples —— the trees.
10. He stood —— the fire —— a long time.
11. I found the flowers —— the mill —— the river.
12. The children —— the city like to go —— the country.

Point out the word with which each preposition connects its object.

III. Twelve of the words in the story of the crow (20, I) are used as prepositions. Point them out and tell between what words they show the relation.

29. Conjunctions.

1. The day is stormy. 2. I shall go to school. 3. Oranges are sour. 4. Lemons are sour. 5. He eats with a knife and fork. 6. He is going to London and to Paris. 7. I will go. 8. It is a pleasant day. 9. He walks slowly because he is ill. 10. The boys run and shout.

Combine in one sentence 1 and 2 by the use of "but."

Make one sentence of 3 and 4, using but once the words "are sour." What two words are connected in the sentence that you have made?

What two words are connected in 5?

What and how are two groups of words connected in 6?

Combine in one sentence 7 and 8 by the use of "if."

What two groups of words are connected by "because" in 9?

What two words are connected by "and" in 10?

These connecting words "but," "and," "if," and "because" are called **Conjunctions**.

They do not show relation in the same way that prepositions do. Their principal use is that of connecting words or groups of words.

When two sentences are connected so as to form a single sentence, the two parts composing the sentence are called **Propositions** or **Clauses**. Thus, if the two sentences "I remained at home," "I was ill," are joined together by the conjunction "and," there is formed one sentence. What is it? What are the two propositions or clauses? The two propositions might be connected by the conjunction "because";

but in this case the proposition introduced by "because" is called "*dependent*," because it depends upon some part of the other proposition. You will learn later about the different uses of conjunctions.

Sometimes a group of words that is not a sentence is joined with another group of words that is also not a sentence; as, for example, in the sentence "He was a man *of honor* and *of wealth*." Here "of honor" and "of wealth" are groups of words, not sentences, connected by the conjunction "and." Such groups of words, as you will see more clearly later, are called **Phrases**.

Single words may be connected by a conjunction even though they are modified by other words. For example, in the sentence "Jack is a very large and thoroughly good dog," the conjunction "and" connects the two adjectives "large" and "good."

Sometimes a proposition is introduced by such conjunctions as "if," "because," "that," as in the following sentences :

1. I shall go *if* it is pleasant. 2. He remained at home *because* he was ill. 3. I believe *that* he is sincere. 4. We shall go *unless* it rains. 5. They did not leave *until* the storm was over. 6. It is doubtful *whether* he will go. 7. Please write your name in my album *before* you go. 8. He will do *as* his brother does.

The conjunctions most frequently used are :

and	because	if	that	until
after	before	nor	though	whether
as	but	or	unless	yet

Sometimes such adverbs as "when," "where," "why," "how," and "therefore" are used as conjunctions, as in the following sentences :

He did not tell us *where* he went.
 Please explain to me *why* you left.
 I shall return *when* it stops raining.
 Please show me *how* you solved the problem.
 I had an engagement, *therefore* I could not accept.

Two conjunctions are sometimes used together as one, as in the sentence "He was *both* poor *and* honest." Here "poor" and "honest" are connected by "both — and." "Either — or" and "neither — nor" are used in the same way in the following sentences :

Either he *or* I will do the work.
 You must *either* go *or* sit quietly.
 It is *neither* one thing *nor* the other.

What do the conjunctions connect in the above sentences ?

30.**EXERCISE**

Point out the conjunctions and tell what they connect.

1. James and John may go.
2. This apple is large and ripe.
3. Will she ride or walk ?
4. You may go but I will stay.
5. I will remain if you will [remain].
6. Mary was absent because she was ill.
7. William and I left after the lecture was over.
8. William and I left after the lecture.
9. Is North America or South America the larger continent ?
10. He was dismissed for laziness and dishonesty.
11. He was dismissed for laziness and for dishonesty.
12. Neither Thomas nor his brother could go.
13. As he was running down hill, he fell.
14. I believe that it will be pleasant and that we can go.
15. I do not know when I shall leave.
16. Give thanks unto the Lord, for He is good.

Observe carefully the use of "after" in 7 and 8. In which sentence is it used as a preposition?

What part of speech is "for" in 10 and 11? Can you use "for" as a conjunction (see 16)? In place of what other conjunction may it be used?

31. Interjections.

Oh! how sad it all is!

Bravo! you have done well.

Hurrah! our side has won the day.

Point out the sentences. What word in each expression forms no part of the sentence? How is each of these words used? Such words are called **Interjections**, from a Latin word meaning "thrown between."

An interjection is a word or sound which expresses strong feeling and which does not form any part of a sentence.

Use expressions which include the following interjections:

alas	ah	pshaw	hurrah
behold	pooh	hey	heigh-ho

Point out the sentences and interjections in the following:

1. Alas! poor Yorick!
2. Bah! Bah! black sheep,
Have you any wool?
3. Help! help! I am sinking!
4. What! Is it so bad as that?
5. "Bravo!" the king cried out.
6. Heigh-ho! daisies and buttercups.
7. O velvet bee! you're a dusty fellow.
8. Shame! How dare you treat him so?
9. Hush! 't is the minstrel in the bower.
10. And lo! Ben Adhem's name led all the rest.

32.

EXERCISES

I. Tell the part of speech of each word in the sentences given in 18, I.

II. Name the part of speech of each italicized word in the following sentences :

1. He always *dreams* pleasant *dreams*.

2. Some *city* people enjoy the *country* more than *country* people enjoy the *city*.

3. (a) How forcible are *right* words ! (b) I see the *right* and I approve it too. (c) We cannot *right* the wrong if we try. (d) We should try to live *right*.

4. (a) The stars are *above* us. (b) "Above" in the *above* sentence is a preposition. (c) Will you go *above* or will you stay below ?

5. I shall call *for* you, *for* I think it will rain.

6. (a) Please give me a *little*. (b) He was a *little* boy. (c) It matters *little* which way you go.

7. (a) I *second* the motion. (b) I will go in a *second*. (c) He lives in the *second* house.

8. I *left* the book on the *left* side.

9. (a) Have you a *light* in your room ? (b) He had a *light* overcoat. (c) Will you please *light* the way for me ?

10. (a) He is *still* here. (b) The *still* was destroyed. (c) The room was very *still*. (d) No one can *still* the waves.

11. (a) They *paint* with a *paint* brush. (b) The *paint* is white.

12. (a) We walked *up* and *down*. (b) They took *down* the bars. (c) He went *down* the street. (d) It was made of *down*. (e) It was a *down* grade. (f) The *up* train was late.

13. (a) He has a *better* book than I. (b) They do the work *better* than we. (c) You cannot *better* that if you try.

14. (a) It was *ground* coffee that I wanted. (b) The *ground* is hard to cultivate. (c) He *ground* the grain fine.

III. Use each of the following words in sentences as different parts of speech :

turn	run	talk	full	guide
clean	roast	calm	much	before
warm	blind	open	sound	around

NOTE. For the use of words in different relations, see App. I.

IV. Name the part of speech of each word and give its use. Find the sentences and tell the kind of each.

NOTE TO TEACHERS. Some of the relations may be too difficult for the pupils at this stage. Such may be reviewed later. Sometimes pupils are assisted in naming the part of speech of a word by using it in a familiar sentence or by using a synonym.

1. I shot an arrow into the air,
It fell to earth, I knew not where.
2. I come from haunts of coot and hern.
3. The gentle rain refreshed the thirsty flowers.
4. The birds are silent and so is the bee.
5. The sun is creeping up steeple and tree.
6. The doves have flown to the sheltering eaves,
And the nests are dark with the drooping leaves.
7. By the shores of Gitchie-Gumee,
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis.
8. There the wrinkled old Nokomis
Nursed the little Hiawatha.
9. Many things Nokomis taught him
Of the stars that shine in heaven.
10. Blessed is the man that endureth temptation: for when he
is tried, he shall receive the crown of life.
11. The moon that once was round and full
Is now a silver boat.
12. The days are cold, the nights are long,
The north wind sings a doleful song.

13. The clouds are scudding across the moon,
 A misty light is on the sea ;
The wind in the shrouds has a wintry tune,
 And the foam is flying free.
14. "Come little leaves," said the wind one day,
 "Come over the meadows with me, and play.
Put on your dresses of red and gold ;—
Summer is gone, and the days grow cold."
15. Between the dark and the daylight,
 When the night is beginning to lower,
Comes a pause in the day's occupations,
 That is known as the Children's Hour.
16. Yet whenever I cross the river
 On its bridge with wooden piers,
Like the odor of brine from the ocean
 Comes the thought of other years.
17. Cromwell, I charge thee, fling away ambition :
By that sin fell the angels ; how can man, then,
The image of his Maker, hope to win by it ?

CHAPTER III

SUBJECT AND PREDICATE

33. The Subject and Predicate of a Declarative Sentence.

1. This snow melts in the sun.
2. The boys of our team played well.
3. I intend to go to the city to-morrow.
4. Washington is called the Father of his Country.
5. The soldiers upon both sides fought bravely.

(1) If we examine carefully each of the above sentences, we find that it has two parts, — one part telling what is talked about, and another part asserting something.

For example, in 1 "this snow" tells of a certain substance about which something is asserted. These words taken together are called the **Subject**. The other part of the sentence, "melts in the sun," asserts something of what is named by the subject, and is called the **Predicate**.

The subject of a declarative sentence represents that about which something is asserted.

The predicate of a declarative sentence is that part which declares or asserts.

What is the subject of 2, and why? What is the predicate, and why?

In the same manner speak of the subject and predicate of the other sentences.

(2) It is sometimes easier to find first the predicate or asserting part of the sentence and then to find the subject

by asking the question *Who?* or *What?* For example, in 2 the asserting part or predicate is clearly seen to be "played well." The subject is ascertained by asking "*Who* played well?"

It may help you at first to see the relation of subject and predicate more clearly if you separate the two parts of the sentence by a line, thus :

This snow | melts in the sun.

The other sentences will appear as follows :

SUBJECT	PREDICATE
The boys of our team	played well.
I	intend to go to the city to-morrow.
Washington	is called the Father of his Country.
The soldiers upon both sides	fought bravely.

(3) You observe that the subject in every one of the above sentences precedes the predicate. This is the natural order in declarative sentences, but sometimes the predicate precedes the subject, as in the sentence

In that village lived a good-natured fellow.

The subject and predicate of this sentence more clearly appear when the order of words is changed thus :

A good-natured fellow lived in that village.

Point out the subject and predicate of the following sentences :

1. Very bright and sunny was the morning.
2. Into the valley of death rode the six hundred.
3. By the side of the brook grew a beautiful flower.
4. Far upward in the mellow light rose the blue hills.

NOTE TO TEACHERS. It may be well here to place before the pupils several simple sentences for practice in finding the subject and predicate.

(4) "It" is used in an impersonal way as subject in such sentences as

It is they.
It is raining.
It grows dark.

The same word is also used merely as an *expletive* (from a Latin word meaning "to fill in") in such a sentence as

It is wrong to steal.

Here the verbal noun "to steal" is the real subject, as appears when the equivalent sentence is given,

To steal is wrong.

The same use of "it" appears in the following sentences :

It is sad to see him looking so ill.
It is unsafe for him to go out now.
It is possible that he will not return.

The predicates of these sentences are "is sad," "is unsafe," and "is possible," and when the questions are asked "*What* is sad?" "*What* is unsafe?" and "*What* is possible?" the subjects readily appear as follows :

To see him looking so ill is sad.
For him to go out now is unsafe.
That he will not return is possible.

(5) The word "there" is used as an expletive in such a sentence as

There once lived in this town a celebrated man named Brown.

By a change in the order of words, the natural order of subject and predicate will appear as follows :

A celebrated man named Brown | once lived in this town.

Point out the subject and predicate of the following sentences :

There was a sound of revelry by night.

There are in town many men of means.

There came to the village a gang of gypsies.

34.**EXERCISE**

In the following blanks supply subjects or predicates so as to make complete declarative sentences :

NOTE. Some of the blanks call for several words as, for example, in 13: "The mountains of Switzerland are noted for their beautiful scenery."

1. Burns, the poet, —.
2. Abraham Lincoln —.
3. There are at present —.
4. — are found in New Mexico.
5. — are noted for their bravery.
6. Beside the river there dwelt —.
7. The first English settlement —.
8. Once upon a time there was —.
9. The largest city of the world —.
10. — explored the great Northwest.
11. — is the capital of South Carolina.
12. — wrote "The Vision of Sir Launfal."
13. — are noted for their beautiful scenery.
14. A great earthquake in San Francisco —.
15. — were prominent generals in the Revolutionary War.

35. Simple and Complete Subject and Predicate. 1. In the sentence "This large maple tree grows here rapidly," the word which tells what grows here is "tree." This word is called the **Simple Subject**. It is limited by the words "this," "large," and "maple," which tell what tree is meant. All

these words, "This large maple tree," taken together are called the **Complete Subject**.

2. The only word in the above sentence which asserts is "grows." This word is called the **Simple Predicate**. It is modified by the adverbs "here" and "rapidly." The simple predicate with all its modifiers is called the **Complete Predicate**.

3. The simple subject and simple predicate sometimes consist of more than one word, as in the following sentences :

George Washington was called the Father of his Country.

"Little Women" was written by Louisa Alcott.

4. When the terms "subject" and "predicate" are used they generally refer to the simple subject and simple predicate.

5. Point out the simple subject and simple predicate in each of the following sentences :

1. Our school went on a picnic. 2. The younger boys built a fire. 3. The older boys brought the water. 4. Two of the girls made the coffee. 5. The other girls set the table. 6. We played games after supper. 7. Some of us were very lame the next day. 8. We shall go again next month. 9. There will be a larger party then.

It will be noticed that in all the above sentences except one, the simple predicate consists of a verb alone.

In which sentences is a verb phrase used? (See 23, 2.)

In 7 the simple predicate consists of the verb "were" and another word "lame." What part of speech is "lame," and what does it limit?

Sentences 6 and 7 might read, "After supper we played games," "The next day some of us were very lame." Do these changes in the order of words change the complete predicate?

What is the simple predicate in the sentence "Into the valley of death rode the six hundred"? What is the simple subject?

Point out the simple subject and the simple predicate of each sentence in 18, I.

36. Compound Subject and Compound Predicate. 1. Sometimes two or more simple subjects having the same predicate are connected, as, for example, "William and I go to school." In this sentence "William and I" is called the **Compound Subject**.

Two or more simple subjects of a sentence having the same predicate are called the compound subject.

2. Sometimes two or more simple predicates having the same subject are connected, as in the sentence "Mr. Brown arose and addressed the meeting." "Arose and addressed" is the **Compound Predicate**.

Two or more simple predicates of a sentence having the same subject are called the compound predicate.

3. Point out the compound subject and compound predicate in the following sentences :

1. Charity suffereth long and is kind.
2. Jack fell down and broke his crown.
3. All work and no play make Jack a dull boy.
4. The sun rises in the east and sets in the west.
5. They merrily laugh and play in the school yard.
6. Jack and Jill went up the hill after a pail of water.
7. A president and secretary of the meeting were elected.
8. Mr. Smith and his brother called and brought us good news.
9. Washington went to Cambridge and took command of the army.

Point out the complete subject, complete predicate, simple or compound subject, and simple or compound predicate in each of the following sentences :

1. These boys study.
2. These boys study their lessons.
3. These boys study their lessons in school.
4. The boys of this school study their lessons.
5. The boys of this grammar school study their lessons faithfully.
6. The soldiers fought bravely.
7. The soldiers on both sides fought bravely all day.
8. The soldiers and sailors on both sides fought bravely.
9. They fought bravely and afterwards returned to their homes.
10. Strict integrity and unswerving loyalty were characteristics of the man.
11. In Him we live, and move, and have our being.
12. The death of Lincoln caused deep sorrow throughout the country.
13. Nine hundred millions of dollars is expended annually for intoxicating liquors.
14. A little learning is a dangerous thing.
15. Over me soared the eternal sky.
16. Full on this casement shone the wintry moon.
17. Cowards die many times before their death.
18. In my Father's house are many mansions.
19. Unto the pure all things are pure.
20. There is no royal road to learning.
21. Virtuous youth brings forth accomplished and flourishing manhood.
22. Out of the abundance of the heart the mouth speaketh.
23. By the street of By-and-by, you will reach a house called Never.

24. Abou Ben Adhem awoke one night and saw an angel writing in a book.

25. There were seen, side by side, the greatest painter and the greatest scholar of the age.

26. It is a noble and beautiful thing to find ourselves growing out of our contempts.

38. The Subject and Predicate of an Interrogative Sentence.

Construct ten interrogative sentences and point out the subject and predicate of each sentence.

Sometimes the subject and predicate of an interrogative sentence are more clearly seen by changing the order of words, as in the sentences

Where is the boy? The boy is where?

Whose pencil have you? You have whose pencil?

In such a change the subjects "boy" and "you" are clearly seen.

The simple predicate of an interrogative sentence is frequently a verb phrase, the parts of which are separated by the subject, as in the sentence "When did your cousin arrive?" Here "did arrive" is the simple predicate and "your cousin" is the complete subject. These parts can be readily seen by changing the sentence so as to read "Your cousin did arrive when?" Change the order of words in the sentence "When will the executive committee meet?" so as to show that "the executive committee" is the complete subject and "will meet when" is the complete predicate. What is the simple subject of this sentence? What is the simple predicate?

In the same way find the complete subject and simple subject, the complete predicate and simple predicate of the following sentences :

1. Where have you been ?
2. Am I my brother's keeper ?
3. When will your cousins arrive ?
4. What are the wild waves saying ?
5. A wounded spirit, who can bear ?
6. By which road did the army retreat ?
7. Why art thou cast down, O my soul ?
8. Why did the workmen not come sooner ?
9. How does God reveal himself in nature ?
10. Where are the boys and girls this morning ?
11. Wherewith shall a young man cleanse his way ?
12. When will they come and do the work assigned them ?

Construct ten interrogative sentences relating to your geography or history lesson and point out the subject and predicate of each sentence.

39. The Subject and Predicate of an Imperative Sentence.

The subject of an imperative sentence is generally understood, as in the sentence "Come here." The word "thou" or "you" understood, meaning the person addressed, is the subject.

When the name of the person addressed is given, it is really no part of the sentence, as in "John, come here." "John" in this case has no relation to any word of the sentence.

What is the subject and predicate of each of the following sentences ?

1. Forward, march.
2. Do not go so soon.
3. Boys, pass out quietly.
4. To thine own self be true.
5. Please close the door, Mary.
6. Go to the ant, thou sluggard.
7. Sweep before your own door.

8. Rejoice not in another's misfortune.
9. Pardon me for my seeming rudeness.
10. Suffer little children to come unto me.
11. Still in thy right hand carry gentle peace.
12. Build thee more stately mansions, O my soul!
13. Love thyself last; cherish those hearts that hate thee.

40. The Subject and Predicate of an Exclamatory Sentence. Point out the subject and predicate of each of the following sentences and state whether it is declarative, interrogative, or imperative in form :

1. What a pleasant time we had!
2. Was it not a glorious sunset!
3. The boy, oh, where was he!
4. May I never see the like again!
5. Blow, winds, and crack your cheeks!
6. What a piece of work is man!
7. Lovely art thou, O Peace!
8. Lo! how all things fade and perish!
9. O, what a fall was there, my countrymen!
10. How excellent is thy name in all the earth!
11. Make me a child again just for to-night!
12. Give me of your balm, O fir tree!

In many of the above sentences the subject and predicate will stand out more clearly if you transpose them, as "We had what a pleasant time!" etc.

41.

EXERCISE

Analyze each of the following sentences by telling (1) the kind of sentence, (2) the complete subject, (3) the simple or compound subject, (4) the complete predicate, (5) the simple or compound predicate.

Name also the part of speech of each word.

NOTE. It may be found necessary to omit for the present the more difficult sentences.

1. This is the forest primeval.
2. Still sits the schoolhouse by the road.
3. A soft answer turneth away wrath.
4. Every cloud has a silver lining.
5. Great oaks from little acorns grow.
6. How far that little candle throws its beams!
7. Give me another horse! bind up my wounds!
8. Down swept the chill wind from the mountain peak.
9. Can Honor's voice provoke the silent dust?
10. The plowman homeward plods his weary way.
11. Him the Almighty Power hurled headlong.
12. Friends, Romans, Countrymen! lend me your ears!
13. Elevate the working class by keeping your children in it.
14. Turner could put infinite space into a square inch of sky.
15. O that a man might know the end of this day's business!
16. Simplicity in dress and manners indicates a refined mind.
17. O Liberty! how many crimes have been committed in thy name!
18. Time and patience will change the mulberry leaf to satin.
19. The consciousness of duty performed gives us music at midnight.
20. In the lexicon of youth there's no such word as *fail*.
21. I heard from the boughs the sweet notes of a nightingale.
22. O that we had spent one day in this world thoroughly well!
23. Gone was the glow from his cheek and the fire from his eye.
24. We heard the moaning of the wind and the patter of the rain.
25. Sweetly over the village the bell of the Angelus sounded.
26. At the door on summer evenings
Sat the little Hiawatha.

27. Under a spreading chestnut tree
The village smithy stands.
28. On sunny slope and beechen swell,
The shadowed light of evening fell.
29. Down in the green and shady bed
A modest violet grew.
30. Here, under leave of Brutus and the rest,
Come I to speak in Cæsar's funeral.
31. Remorseless Time!
What power can stay him in his silent course!
32. The clouds in bars of rusty red
Along the hilltops glow.
33. The wind! the wind! it well may charm
The rudest soul to rest.
34. Down the street with laughter and shout,
Glad in the freedom of school let out,
Come the boys.

CHAPTER IV

OBJECTS AND COMPLEMENTS

NOTE TO TEACHERS. Before taking up the work of this chapter, it may be advisable to teach the transitive verb as given in 115. It will not, however, be necessary to do so.

42. Direct Objects of Verbs. In the sentence "The man walks," a complete thought is expressed; that is, no other word or words are needed to complete the sense. But there are some verbs expressing action which seem to require a word to name the receiver of the act expressed by the verb. For example, if one says, "The man built," the hearer feels that the statement is unfinished and naturally asks, "Built *what?*" The statement is completed by adding "houses," which is said to be the object of "built." In the sentence "The man built houses," the verb "built" denotes an action, which implies the doer of the act as well as the receiver of it. The doer in this case is expressed by the subject "man" and the receiver is expressed by the object "houses." The object of a verb used in this way is ascertained by asking the question *What?* or *Whom?*

The term "receiver" of the action expressed by the verb should be interpreted to mean both the *object* and the *result* of the action. Thus each of the following italicized words may be considered as receiver of an act and, therefore, object of a verb. Name the verb in each sentence that takes an object to complete its meaning.

1. Did you see *me*?
2. They will meet *us*.
3. We dusted the *room*.
4. My mother makes *pies*.
5. She was writing a *letter*.
6. John broke the *window*.
7. Tom caught eight *fishes*.
8. I have learned the *lesson*.
9. The bird has built a *nest*.
10. They made a great *noise*.
11. He manufactures fine *shoes*.

In the following blanks supply objects with or without limiting words :

1. I am reading ——.
2. Did you see ——.
3. James will study ——.
4. The boys are playing ——.
5. They make —— at school.
6. She wore —— at the party.
7. I found —— in the garden.
8. My brother met —— yesterday.
9. My cat caught —— in the pantry.

The object of a verb usually follows the verb, but sometimes the verb follows its object, as in the sentence

That charge I deny.

The object of "deny" in this sentence is "charge." Why?

What is the object of the verb "are reading" in the sentence

What book are you reading?

Point out the object of each verb in the following sentences :

1. We have lost our dog.
2. I have bought three books.
3. Some one has borrowed my pencil.

4. Who wrote "David Copperfield"?
5. Children should obey their parents.
6. What books shall we take with us?
7. I will meet you at the railroad station.
8. The pupils of this school study grammar.
9. The French made many settlements in Canada.
10. We must learn our lessons before we go home.
11. I think I saw William at the concert last evening.
12. Remember now thy Creator in the days of thy youth.

43. Indirect Objects of Verbs. In the sentence "John gave William a book," "book" is the object of "gave" because it denotes the receiver of the act expressed by "gave." "William" also denotes the receiver of the act, but in an indirect way. He gave not "William," but something "to William."

In the sentence "He bought me a knife," what word denotes the direct receiver of the act (bought *what*?)? What word denotes the indirect receiver of the act (bought for *whom*?)? Both "knife" and "me" are objects of the verb "bought."

To distinguish between these two kinds of objects, one is called the **Direct Object**, and the other the **Indirect Object**. The direct object, as has been said, answers the question *What?* or *Whom?* The indirect object generally answers the question *To what?* or *To whom?* and *For what?* or *For whom?*¹ The objective relation of the indirect object of a verb is often indicated by the use of the preposition "to" or "for." Thus, instead of saying, "He gave me a book," "He brought her a chair," we could say, "He gave a book to me," "He brought a chair for her."

¹ Following the verb "ask" the indirect object answers the question *Of what?* or *Of whom?* as in the sentence "He asked me a question."

The following examples of indirect object will show its use in the sentences :

He handed *her* his card.
 Please send *me* a receipt.
 He built his *son* a house.
 She asked *me* several questions.
 Will you please lend *me* your knife.
 His father left *him* a large sum of money.
 I can save *you* some trouble and expense.

Observe that in each case the indirect object is found between the verb and the direct object.

44.

EXERCISES

I. Name the direct and indirect objects of the verb in each of the following sentences :

1. Lend me your ears.
2. Please give me the flower.
3. He has bought me a book.
4. Did you offer the man money ?
5. Has he brought you your flowers ?
6. The teacher will tell us many stories.
7. The treasurer paid the men their wages.
8. His father left him a large sum of money.
9. Will you please send me a barrel of flour ?
10. Has he shown you his collection of stamps ?
11. The President granted him full pardon last week.
12. You should have written your mother before this.
13. George wished his friend many happy returns of the day.

II. With the following verbs and verb phrases construct sentences, each having a direct and an indirect object :

tell	wrote	has brought	did show
sent	offered	can make	will teach
give	promised	might sell	would have paid

45. Subjective Complement. 1. Some verbs are used alone as predicate, as in the sentences

Birds *fly*.

The boys *went* out to play.

But there are some verbs which must have a completing part or *complement* to form the simple predicate. Observe the verbs in the following sentences :

1. Grant *was* a general.
2. He *will be* our near neighbor.
3. Harrison *became* President.
4. The children *are* very happy.
5. The weather *continues* stormy.
6. They *appeared* quite cordial.

The subject and verb alone in these sentences do not tell anything. "Grant was," "He will be," "Harrison became," etc., are clearly incomplete expressions. To form a predicate which asserts or tells something in each of these expressions, a word must be added to the verb; thus we have "was general," "will be neighbor," etc. The added word is called a *complement* of the verb because it completes the predicate. It is called a **Subjective Complement** because it belongs or refers to the subject. The subjective complements in the above sentences are "general," "neighbor," "President," "happy," "stormy," and "cordial." What part of speech is each of these words?

When the subjective complement is a noun it is called a **Predicate Noun**; when it is an adjective it is called a **Predicate Adjective**.

Point out the simple predicate in each sentence.

2. It will be seen from the above sentences that the predicate noun or adjective is a very important part of the predicate,

the verb serving mainly as a connective to join the noun or adjective to the subject. Because it is a kind of coupler this connecting verb is called a *copula* or *copulative verb*.¹

3. The use of these parts of a sentence is shown by the following outline :

SIMPLE SUBJECT		SIMPLE PREDICATE		
		COPULATIVE	PREDICATE NOUN OR ADJECTIVE	
(John's)	rabbits	are	(very)	tame
(The)	boy	has been	(a)	truant
(These)	violets	smell		sweet
	He	became	(a)	soldier
(The lady's)	dress	looks		bright and fresh

Copy the above outline and explain each term used by giving examples of your own.

The following verbs in some of their uses are copulative :

appear	be (am, are, is, was, were, etc.)		
continue	look	seem	sound
feel	remain	smell	taste

Use these words in sentences with predicate nouns or adjectives.

You observe that the copulative may be a verb phrase and that the subjective complement may consist of two or more predicate nouns or adjectives connected by a conjunction.

46.

EXERCISES

I. Point out in the following sentences the copulatives and subjective complements. State in each case whether the subjective complement is a noun or adjective.

¹ When such a connecting verb is some form of the verb "be" it is usually called the *copula*; but any verb used with a complement to form the predicate may be called a *copulative verb* or simply a *copulative*.

1. My cousins are quiet people.
2. The bell sounded very loud.
3. The weather may be unpleasant.
4. The boatman still remains my friend.
5. One of the boys became unconscious.
6. The workmen seemed extremely tired.
7. My brother continues quite ill with fever.
8. The flowers by the roadside look beautiful.
9. She felt very sorry for the unfortunate sailor.
10. The man has been a very good friend of mine.
11. Every one of the pupils should be perfectly frank.
12. She might have been the first scholar in her class.
13. George Washington was once a surveyor in Virginia.
14. The general was always a good friend to the soldiers.
15. The food tasted good to him after being away so long.

II. Construct five sentences with predicate nouns and five sentences with predicate adjectives.

47. EXERCISES

I. Analyze the following sentences by pointing out the (1) complete subject ; (2) simple subject ; (3) complete predicate ; (4) simple predicate ; (5) copulative and subjective complement, if any ; (6) direct and indirect objects, if any.

NOTE TO TEACHERS. At this point in the analysis of sentences, attention should be called to elliptical sentences, or those sentences in which one or more words have to be supplied or regarded as understood before the right construction of some words can be known. The omissions should at first be supplied by the teacher, but the pupils should be led to supply them in sentences increasingly difficult.

1. My name is Norval.
2. The best is yet to be.
3. John Gilpin was a citizen.
4. Hunger is the best sauce.

5. Man became a living soul.
6. A burnt child dreads the fire.
7. A beggar through the world am I.
8. A rolling stone gathers no moss.
9. Give me three grains of corn, mother.
10. The way of transgressors is hard.
11. A little learning is a dangerous thing.
12. Love covereth a multitude of sins.
13. A thing of beauty is a joy forever.
14. The borrower is servant to the lender.
15. The groves were God's first temples.
16. Books were his passion and delight.
17. The soldier lay lifeless but beautiful.
18. My wedding-bell rings merry in my ear.
19. He looks a sagem in red blanket wrapt.
20. All looks yellow to the jaundiced eye.
21. Strong reasons make strong actions.
22. Continual dropping wears away a stone.
23. A man's reach should exceed his grasp.
24. Temperance and labor are the two best physicians.
25. Never sound the trumpet of your own praise.
26. The best teachers of humanity are the lives of great men.
27. Modesty is beauty's crown, admirable alike in old and young.
28. The fear of the Lord is the beginning of wisdom.
29. Soft and pale is the moony beam,
Moveless still is the glassy stream.
30. November's sky is chill and drear,
November's leaf is red and sear.
31. Good name in man or woman, dear my lord,
Is the immediate jewel of their souls.
32. Righteousness exalteth a nation; but sin is a reproach to any people.
33. Reading maketh a full man, conference a ready man, and writing an exact man.

34. My golden spurs now bring to me,
And bring to me my richest mail.

35. I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

36. The hearts of men are their books ; events are their tutors ;
great actions are their eloquence.

37. I have but one lamp by which my feet are guided, and that
is the lamp of experience. I know of no way of judging of the
future but by the past.

II. Point out the subjects, objects, and complements of
verbs in the following paragraphs :

“ Have I ever met you before ? ”

“ Often, for I am your beggar. I was the poor man at the foot
of the road to your castle. You used to give me alms. I held out
my hand, you saw the hand only, and you dropped in it the alms
which I needed in the morning to keep me from dying of hunger
at night. Sometimes a sou saved my life. I owe you my life. I
pay the debt.”

He took off his hat, turned up the rim, broke a long dry thorn
from a furze bush, drew a white cockade from his pocket, fastened
the brim and the cockade back to the crown of the hat with the
thorn, and, putting the hat on his head again so that the raised
rim showed his forehead and his cockade, he said in a loud voice :

“ I am the man you are seeking. I am the Marquis de Latenac,
Prince of Brittany, Lieutenant-General of the armies of the King.
Make an end of it.”

VICTOR HUGO'S "Ninety-Three"

CHAPTER V

PHRASES, CLAUSES, AND SENTENCES

48. Participles and Infinitives.

1. I saw my brother *walking* by.
2. The workmen *having finished* went away.
3. She wishes *to go* by the next train.
4. *Rowing* made the boys very lame.

(1) We see that the italicized words in the above sentences express action and therefore are like verbs; but they are unlike verbs in not *asserting* action as the verbs which you have learned about do. These words are also unlike verbs because they are used like other parts of speech. "Walking" in 1 limits the noun "brother," and so is used like an adjective. In the same way "having finished" in 2 is used like an adjective because it limits the noun "workmen." These two expressions, "walking" and "having finished," because they partake of the nature of both verbs and adjectives are called **Participles**.

(2) In 3 "to go" is used as the object of "wishes," and is therefore used like a noun. "Rowing" in 4 is also used like a noun because it is the subject of the sentence. These verbal expressions are used as nouns and are called **Infinitives**.

Observe the use of the following italicized expressions and tell which of them are participles and which are infinitives.¹

¹ This exercise relates only to naming participles and infinitives in common use. Their kinds and uses will be considered in later sections (see 131-133).

1. My dog likes *to play*.
2. *Playing* ball is good fun.
3. He enjoys *walking* in the woods.
4. The boys *playing* in the yard were noisy.
5. *To practice* so long becomes tiresome.
6. *Having practiced* two hours he went out.
7. The child *running* very fast fell down.
8. A man *named* Robinson rescued the boy.
9. *Being* good workmen, they were selected.
10. He wanted *to spend* all his money for candy.
11. He regretted *spending* all his money.
12. The governor rode by, *bowing* to the right and left.
13. I saw a bird *called* a flicker.
14. I am very fond of *reading* books of history.
15. The man was arrested for *stealing* a bicycle.
16. The weather *being* unpleasant, he decided not *to go*.

49. Clauses and Phrases Defined.

1. I hope *that I can go*.
2. *Why he is here* is a mystery.
3. He is a gentleman *who has great wealth*.
4. *He is a gentleman* and *he has great wealth*.
5. He is a gentleman *of great wealth*.
6. I hope *to go there to-morrow*.
7. *His being here* is a mystery.
8. The flower grows *by the side of the brook*.

By examining carefully the groups of italicized words in the first four sentences above, you see, first, that each group is a part of a sentence, and secondly, that each group has a subject and predicate. Groups of words so used in sentences are called **Clauses**.

A clause is a group of words forming part of a sentence and containing a subject and predicate.

The groups of italicized words in the last four sentences are also parts of sentences, and each group is used just as a single part of speech would be used. That is, each group performs the office of a part of speech. Can you tell which of these groups performs the office of a noun? of an adjective? of an adverb? Unlike the groups of the first four sentences, however, these groups have no subject or predicate. The groups indicated in the last four sentences are called **Phrases**.

A phrase is a group of words having the use in a sentence of a part of speech, but not containing a subject and predicate.

50. Kinds of Phrases and Clauses. 1. Phrases are named according to *form* from the parts of speech introducing them; thus there are :¹

a. Prepositional phrases or phrases introduced by a preposition, as

The people *of the village* went *to their homes*.

b. Participial phrases or phrases introduced by a participle, as

Being very weary, I stopped to rest.

Having accomplished his purpose, he departed.

c. Infinitive phrases or phrases introduced by an infinitive, as

He decided *to go by the way of Chicago*.

He enjoyed *taking his exercise in the open air*.

2. Phrases and clauses are named according to *use* from the parts of speech for which they are used. These uses are those of nouns, adjectives, and adverbs, as will be seen in later sections (see 52-55).

¹ Verb phrases which are explained in 23, 2 are not included in this list.

51.

EXERCISES

I. Tell which are phrases and which are clauses in the following italicized groups of words :

1. I know *why he went*.
2. He refused *to do the work*.
3. I shall not go *until to-morrow*.
4. *Walking rapidly* is good exercise.
5. He asked *what book she was reading*.
6. We saw the girls walking *by the river*.
7. Flowers *of all kinds* grew *in the garden*.
8. *Before leaving home* he finished the work.
9. Miss Alcott was the author *of "Little Women."*
10. A person *who has good health* may accomplish much.
11. The boys *of Boston* complained *when the soldiers spoiled their sliding-places*.
12. *Before he left* he wrote a letter to his aunt, *telling all about his hunting experience*.

II. Of the phrases in the above sentences, which are prepositional ? which are participial ? which are infinitive ?

III. In the following sentences point out the phrases and tell whether they are participial or infinitive. Point out the prepositional phrases. Point out the clauses.

1. Strive to do your best.
2. He will leave in the morning.
3. Hearing a cry, she ran to the window.
4. They who work are generally the happiest.
5. The boxes made by the pupils look very well.
6. He enjoyed very much going to the theater.
7. The boys who lived in Boston complained to General Gates.
8. By walking briskly he managed to keep warm.
9. What we thoroughly learn cannot be taken from us.

10. And children coming home from school
Look in at the open door.
11. He goes on Sunday to the church,
And sits among his boys.
12. They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

52. Substantive Phrases and Clauses. 1. When a phrase is used as a noun it is called a **Substantive Phrase** or **Noun Phrase**. A substantive or noun phrase may be

a. The subject of a sentence, as

To sleep well is a sign of health.

Talking in the corridors is not allowed.

b. The object of a verb, as

He wishes *to go home*.

He enjoys *playing football*.

The phrases in the above sentences are infinitive phrases. Most noun phrases in common use are infinitive phrases.

2. A clause used as a noun is called a **Substantive Clause** or **Noun Clause**, and may be used as subject, object, or complement, as shown in the following sentences :

1. This is *what I want*.
2. He asked *where I went*.
3. *That he is honest* is evident.
4. John said *that he would go*.
5. It appeared *that he told the truth*.
6. *What he did* has been fully proved.

State how each of the above clauses is used, whether as subject, object, or complement.

A substantive phrase or clause used as the object of a verb is called *objective*. Thus "to go home," in the sentence "He wishes to go home," is an *objective phrase*; and "that he would go," in the sentence "He thought that he would go," is an *objective clause*.

53. EXERCISE

Point out the substantive phrases and clauses in the following, and state how they are used, whether as subject, object, or subjective complement :

1. They wanted to play.
2. That is what I told you.
3. Out of sight is out of mind.
4. I dislike very much to do it.
5. I admit that this is true.
6. They enjoyed playing the game.
7. I believe that he told the truth.
8. He intends to leave home very soon.
9. The teacher asked who broke the window.
10. Playing lawn tennis is good exercise.
11. That you have done wrong is very evident.
12. We should early learn to control ourselves.
13. That there should be such a likeness is not strange.
14. He thought that he would like to ride to town in an automobile.
15. Teach me to feel another's woe,
To hide the fault I see.
16. Still achieving, still pursuing,
Learn to labor and to wait.

54. Adjective Phrases and Clauses. In the sentence "He is a man of sense," the phrase "of sense" limits the noun "man" and is therefore an **Adjective Phrase**. In many cases

the adjective phrase may be replaced by an adjective without changing the meaning of the sentence. The above sentence, for example, may be changed so as to read, "He is a sensible man." We may also change the sentence to "He is a man who has sense." Here "who has sense" is an **Adjective Clause**. Why?

In the sentence "He is a diligent man," what part of speech is "diligent"? Why? Change the sentence, using a phrase in place of the word "diligent." Change the sentence, using the clause "who is diligent." What kind of clause is it? Why?

Observe the italicized words in the following sentences :

Mr. Brown employs only *honest* boys.

Mr. Brown employs only boys *of honesty*.

Mr. Brown employs only boys *who are honest*.

In the same way use in sentences a phrase and a clause which have nearly the same meaning as "industrious."

An adjective phrase is a phrase used as what part of speech?

What is an adjective clause?

Point out the adjective phrases and clauses in the following sentences :

1. Coffee from Java is good.
2. Being very weary, I sat down.
3. The mountains of Alaska are high.
4. They were men from the country.
5. They that are whole have no need of a physician.
6. Having delivered the message, the man departed.
7. The men whom you wished to see have gone away.

"Being very weary" (2) and "having delivered the message" (6) are participial phrases. Why are they called participial phrases? (See 50, 1, b.)

55. Adverbial Phrases and Clauses.

1. The horses ran rapidly.
2. The horses ran with rapidity.

The phrase "with rapidity" in 2 means the same as the adverb "rapidly" in 1, and is therefore called an **Adverbial Phrase**.

In the sentence "We shall go when the train arrives," the clause "when the train arrives" tells *when* we shall go, and is therefore an **Adverbial Clause**.

In the sentence "I remained at home because I was ill," point out the adverbial phrase; point out the adverbial clause. What questions do they answer?

Point out the adverbial phrases and clauses in the following sentences :

1. He will be here in two weeks.
2. John goes to school on his wheel.
3. After he finished speaking I left the hall.
4. We must make hay while the sun shines.
5. I shall go to the city before he arrives.
6. Do not go in the boat until the storm is over.
7. By the side of the road there was a large elm tree.
8. I was sitting by the window when the procession went by.
9. The vine still clings to the moldering wall,
And at every gust the dead leaves fall.
10. I stood on the bridge at midnight,
As the clocks were striking the hour.

In 2 there are two adverbial phrases. What questions do they answer?

Sometimes, as in 7, one phrase includes another. Point out these phrases and tell what kind they are.

56.

EXERCISE

Point out the phrases and clauses, naming the kind of each and telling how it is used in the sentence.

MODEL: *They laugh that win.*

"That win" is an adjective clause limiting the pronoun "they."

1. They laugh that win.
2. Bread is the staff of life.
3. Flowers are the poetry of the earth.
4. I know not why I am so sad.
5. The lowing herd winds slowly o'er the lea.
6. Those who think must govern those who toil.
7. When the cat's away the mice will play.
8. Uneasy lies the head that wears a crown.
9. The little bird sits at his door in the sun.
10. When I was a child I thought as a child.
11. Fortune brings in some boats that are not steered.
12. Out of the abundance of the heart the mouth speaketh.
13. John Gilpin was a citizen
Of credit and renown.
14. To every man upon this earth
Death cometh soon or late.
15. The western waves of ebbing day
Rolled o'er the glen their level way.
16. People that live in glass houses ought not to throw stones.
17. Kind words are little sunbeams
That sparkle as they fall.
18. The sunset smoldered as we drove
Beneath the deep hill-shadows.
19. When Duty whispers low, Thou must,
The youth replies, I can.
20. My heart leaps up when I behold
A rainbow in the sky.

21. The honey-bee's great ambition is to be rich, to lay up large stores, to possess the sweet of every flower that blooms.

22. A fool speaks all his mind, but a wise man reserves something for hereafter.

23. The lark is up to meet the sun,
 The bee is on the wing ;
 The ant its labor has begun,
 The woods with music ring.

57. Kinds of Sentences according to Form. We have learned about different kinds of sentences according to their use (6). We shall now see what kinds there are according to form.

1. *Simple Sentences.* Observe carefully the following sentences with reference to the number of clauses in them :

The weather was pleasant.
 I took a long ride into the country.
 I saw there a great many interesting things.

Each of these sentences has but one subject and one predicate. Point them out.

A sentence having but one subject and one predicate is called a simple sentence.

2. *Compound Sentences.* In the sentence "The weather was pleasant and I took a long ride into the country" there are two independent or coördinate clauses. Point them out. Why are they called independent? They are called coördinate because they are of equal rank. By what word are they connected to form one sentence? What part of speech is the connecting word?

A sentence having two or more independent clauses is called a compound sentence.

Construct a compound sentence with the two clauses "Harry went to school," "William remained at home."

Point out the independent or coördinate clauses in each of the following sentences :

You may go to school or you may remain at home.

Thomas may go, but Harry must remain.

It is very stormy, yet I believe I will go.

I borrowed a sled and we went coasting.

The conjunctions "and," "or," "but," "yet," used in the above sentences are called **Coördinate Conjunctions**.

3. *Complex Sentences*. In the sentence "I will go when it stops raining," "I will go" is the independent clause. "When it stops raining" is the dependent clause and modifies "will go." It is an adverbial clause. Why?

In the sentence "I have brought you some flowers which grew in my garden," what is the independent clause? What is the dependent clause? What kind (adjective, objective, or adverbial) of clause is it? Why?

A sentence that contains a dependent clause is called a complex sentence.

A complex sentence may contain more than one dependent clause, as in the sentences

When he left he said that he would return.

The man whom I invited told me that he could not go.

What are the dependent clauses in these sentences?

NOTE. See also **56**, sentence 19.

Point out the complex sentences in **56**, naming in each sentence the dependent clause.

The conjunction used to introduce an objective or adverbial clause is called a subordinate conjunction.

Name the subordinate conjunctions in 56.

NOTE. For other subordinate conjunctions, see 29.

What part of speech is often used to introduce an adjective clause? Give three examples.

By means of a relative pronoun or subordinate conjunction, form a complex sentence out of each of the following sets of simple sentences, making the necessary changes.

1. { The days are the longest.
 { The nights are the shortest.
2. { The mail is closed.
 { I must write a letter.
3. { James declined to go.
 { He had not finished his lessons.
4. { The weather was unpleasant.
 { He did not take his customary walk.
5. { George Washington is called the Father of his Country.
 { He was the first President (supply "who").
6. { I took a journey to Syria.
 { Syria is in the western part of Asia.

58.

EXERCISE

Analyze the following sentences by giving (1) the kind of sentence; (2) the complete subject; (3) the simple subject; (4) the modifiers of the simple subject with description of each; (5) the complete predicate; (6) the simple predicate; (7) the modifiers of the simple predicate with description of each.

MODEL: *One of the pupils went away before the school was dismissed.*

1. A complex, declarative sentence, "One of the pupils went away" being the principal proposition.
2. "One of the pupils" is the complete subject.

3. "One" is the simple subject.
4. "One" is limited by "of the pupils," an adjective phrase.
5. "Went away before the school was dismissed" is the complete predicate.
6. "Went" is the simple predicate.
7. "Went" is modified by "away," an adverb, and "before the school was dismissed," an adverbial clause.

NOTE. It will be found helpful to find the subject and predicate of the sentence before attempting to analyze it.

1. Brevity is the soul of wit.
2. They stumble that run fast.
3. He gives twice who gives quickly.
4. Fools rush in where angels fear to tread.
5. The paths of glory lead but to the grave.
6. The evil that men do lives after them.
7. The wicked flee when no man pursueth.
8. Blessings brighten as they take their flight.
9. Where there is honey, there are bees.
10. Smooth runs the water where the brook is deep.
11. When clouds are seen, wise men put on their cloaks.
12. That you have wronged me doth appear in this.
13. I come to bury Cæsar, not to praise him.
14. He hath heard that men of few words are the best men.
15. I cannot see what flowers are at my feet.
16. A people whom I have not known shall serve me.
17. We know that nations may be miserable amid victories.
18. If you wish to enjoy the pleasure of resting, you must work.
19. Trust that man in nothing who has not a conscience in everything.
20. I slept, and dreamed that life was Beauty;
I woke, and found that life is Duty.
21. Tell me not, in mournful numbers,
Life is but an empty dream! —
For the soul is dead that slumbers,
And things are not what they seem.

22. The tender grace of a day that is dead
 Will never come back to me.
23. There is a roaring in the black-grown pines
 When winter lifts his voice.
24. The moon, that once was round and full,
 Is now a silver bow.
25. Music, when soft voices die,
 Vibrates in the memory.
26. A slender wire, the living light conveys,
 That startles midnight with its noonday blaze.
27. Daily, with souls that cringe and plot,
 We Sinais climb and know it not.
28. Sweet are the uses of adversity,
 Which like the toad, ugly and venomous,
 Wears yet a precious jewel in his head.
29. Ring out old shapes of foul disease,
 Ring out the narrowing lust of gold ;
 Ring out the thousand wars of old,
 Ring in the thousand years of peace !
30. The smith, a mighty man is he,
 With large and sinewy hands ;
 And the muscles of his brawny arms
 Are strong as iron bands.
31. His hair is crisp, and black, and long
 His face is like the tan ;
 His brow is wet with honest sweat,
 He earns whate'er he can,
 And looks the whole world in the face,
 For he owes not any man.

CHAPTER VI

NOUNS

59. Proper and Common Nouns. A noun, as you have seen (17), is a word or group of words used as the name of something.

Observe carefully the nouns in the following sentences :

Ralph went to New York last Thursday.

A boy went to the city one day.

Comparing "Ralph" and "boy" we see that "Ralph" points out a particular person, and that "boy" means any one of a class of persons. Because "Ralph" is a boy's own name it is called a *proper*¹ name, or **Proper Noun**; and because "boy" is a name common to all persons of that class it is called a **Common Noun**.

In the same way compare and classify "New York" and "city"; "Thursday" and "day."

A proper noun is the name of an individual object.

A common noun is a name common to a class of objects.

Observe that proper nouns always begin with a capital letter. *Compound nouns* are combinations of simple nouns, such as "inkstand," "man-of-war," "man-servant."

60. EXERCISES

I. Use in sentences the following words and state of each whether it is a common or proper noun :

Rose	Monday	Chicago	day	Italy	Hamlet
bird	Mary	paper	oak	flower	peace

¹ From a Latin word meaning "one's own."

II. Pick out all the common nouns and proper nouns in the following paragraph :

The nation over which George Washington was called to preside in 1789 was a third-rate power, inferior in population and wealth to Holland, for example, and about on a level with Portugal or Denmark. The population, numbering less than four million, was thinly scattered through the thirteen states between the Atlantic and the Alleghenies, beyond which mountainous barrier a few hardy pioneers were making the beginnings of Tennessee, Kentucky, and Ohio. Roads were few and bad, none of the great rivers were bridged, mails were irregular. There were few manufactures. There were many traders and merchant seamen in the coast towns of the north, but the great majority of the people were farmers who lived on the produce of their own estates and seldom undertook long journeys. Hence the different parts of the country knew very little about each other, and entertained absurd prejudices.

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61. Abstract Nouns. When an object is placed before us, we observe that it has certain qualities, and we may think of these qualities apart from the object. For example, if we hold a snowball in our hand, we observe that it is white and cold and round. We may think of the snow ball as having the qualities of *whiteness*, *coldness*, and *roundness*. We may also think of the conditions and relations of objects by themselves, as when we think of the *distance* that they are apart or of their *presence* or *absence*. The qualities that persons possess are spoken of as if they were separate things, as *patience*, *knowledge*, and *wisdom*. All words which represent qualities, conditions, or relations considered in themselves are called **Abstract Nouns**.

An abstract noun is the name of a quality or condition considered apart from the object to which it belongs.

62.

EXERCISES

I. Find twelve abstract nouns in the following sentences :

1. The children's curiosity was excited.
2. The length, width and height of the box were equal.
3. The teacher gave us some good advice about honor and obedience.
4. The friendship which existed between the two men lasted many years.
5. He had not a good memory, but his knowledge of the subject was great.
6. He was noted for his nobility of character and for his reverence for sacred things.

II. Construct sentences containing the following abstract nouns :

height	beauty	nearness	color	poverty
fear	faith	ability	strength	freedom
growth	place	hardness	hope	brightness

63. Collective Nouns. Some nouns name a group or collection of similar objects such as "army," "swarm," and "family." Such nouns are called **Collective Nouns**.

A collective noun is the name of a group of objects.

A collective noun may refer to a group of objects viewed as a whole or to the individuals composing the group. It is important to know this, so as to understand the correct use of pronouns and verbs referring to collective nouns. It is correct, for example, to say of an army, "*It* was defeated," meaning the army as a whole. We may also say of an army, "*They* were well fed," meaning the soldiers composing the army.

In speaking of a jury, we should say, "*It* was dismissed," and "*They* were permitted to go." Explain why these pronouns are correctly used. In the same way use "fleet," "regiment," and "family."

64.

EXERCISES

I. Name the kind of objects to which each of the following collective nouns refers :

swarm	tribe	committee	gang	jury
train	army	regiment	bevy	herd
fleet	crowd	assembly	suite	nation
team	drove	family	school	pair

II. Point out the collective nouns in the following sentences :

1. The train was an hour late.
2. Our team was beaten yesterday.
3. They bought a pair of chickens.
4. I saw a group of boys in the yard.
5. The committee was in session an hour.
6. The army was driven back by the enemy.
7. He sold the herd for what it would bring.
8. A herd of cattle were grazing in the pasture.
9. Tecumseh was the chief of a tribe of Indians.
10. A dozen of eggs was not enough for the family.
11. The fleet consisting of five vessels was destroyed.
12. The officer followed up the gang until they were all arrested.

65. Gender of Nouns. If you see or hear the word "Charles," you know from the word itself that it denotes a male. If you see or hear the word "daughter," you know in the same way that it denotes a female. But if you see or

hear the word "friend," you cannot tell from the word itself whether it denotes a male or a female. You can sometimes tell this from its use in the sentence, as "He is my friend," or "My friend Mary is here."

1. So far as nouns indicate sex by the words themselves or by their use in sentences, they are said to have **Gender**. Those nouns which denote males are of the **Masculine Gender** and those which denote females are of the **Feminine Gender**.

2. There is little use in saying anything of the gender of nouns unless they are seen to be either masculine or feminine. Some grammarians, however, designate as of the *neuter gender* all nouns which denote objects without sex, as "tree," "book," "Chicago"; and as of the *common gender* all nouns whose gender is not known, as "cousin" and "child" in the sentences "My cousin has come," "The child is lost."

3. Inanimate objects are said to be personified when they are spoken of as human beings. They are personified in the masculine gender when they possess qualities of strength or great size, and in the feminine gender when they possess qualities of grace or beauty. Thus we speak of the sun or of a mountain as "he," and of a ship or of the moon as "she."

4. The termination "ess" to designate the feminine gender of some nouns seems to be disappearing. Such words as "doctor," "waiter," and "janitor" apply equally to men and to women. We may also say of a woman that she is the "author of a book" or "chairman of a meeting." But there are a few nouns like "hostess," "governess," and "mistress" to which the feminine termination still clings.

66.

EXERCISES

I. From the sentences given in 58, (1) select all the nouns ; (2) give the gender of each noun that has gender ; (3) name all the nouns that have no gender ; (4) name all the nouns that may be either masculine or feminine ; (5) point out each noun whose gender is known only by the way it is used in the sentence.

II. From the following nouns, pick out those that have gender and give the corresponding words of the opposite gender, for example, "boy—girl," "brother—sister." Point out the nouns that have no gender and those which imply either sex. (Use the dictionary if necessary.)

boy	witch	child	widow	preceptress
aunt	horse	goose	sultan	baroness
king	hind	duke	heiress	bachelor
tree	hero	stone	wizard	murderer
niece	fish	earl	daughter	widower
sir	nun	queen	hostess	bridegroom
lord	dog	czar	husband	man-servant
maid	monk	parent	duchess	she-wolf
duck	mistress	editor	chicken	executrix
stag	brother	gander	waiter	administrator

67. Number of Nouns. 1. *Definition.* In most cases you can tell from the *form* of a noun whether one object is meant or more than one, as "boy," "boys" ; "lady," "ladies" ; "goose," "geese." There are a few nouns, however, which do not change their form, as "sheep," "deer," "mackerel." The *use* of such nouns in sentences shows whether one object or more than one is meant, as in the sentences "I bought twenty sheep," "This sheep is mine." All these nouns are said to have **Number**.

Number is that form or use of a noun by which it denotes one or more than one.

Nouns which denote one object are in the singular number.

Nouns which denote more than one object are in the plural number.

Give the number of the following nouns :

books	house	tree	fishes	chairs
men	women	shoes	flocks	flies

Turn to the sentences given in 18, I, and tell the number of each noun.

2. *Regular plurals of nouns.* Examine carefully the following list of nouns and tell how the plurals are formed :

hat, hats	tree, trees	book, books
horse, horses	fish, fishes	tax, taxes
prize, prizes	church, churches	table, tables

Most nouns form their plural by adding "s" or "es" to the singular.

When the singular ends with a sound that will not unite with "s," the plural is formed by adding "es" to the singular, as in the following :

box, boxes	dish, dishes
loss, losses	lunch, lunches
latch, latches	genius, geniuses

3. *Plurals of nouns ending in "y."*

turkey, turkeys	lady, ladies	story, stories
monkey, monkeys	pony, ponies	baby, babies
chimney, chimneys	toy, toys	army, armies

From the above examples the following rules may be made :

(a) *When the singular ends in "y" preceded by a vowel, the plural is formed by adding "s."*

(b) *When the singular ends in "y" preceded by a consonant, the plural is formed by changing the "y" to "i" and adding "es."*

An exception is made in some proper names (see 67, 15).

Write the plurals of the following nouns :

cry	body	pansy	hobby	penny
sky	story	bounty	donkey	glory
fly	army	enemy	reply	body
key	valley	turkey	quarry	laundry
tray	daisy	victory	journey	money
play	copy	jockey	Henry	attorney
buoy	survey	berry	fairly	lily

Make a list of all nouns you can think of that end in "y" preceded by a vowel.

4. *Plurals of nouns ending in "f" and "fe."* To form the plural of some nouns ending in "f" and "fe," change the "f" or "fe" to "v" and add "es," as

calf	leaf	half	self	shelf
life	sheaf	knife	wolf	beef
wife	loaf	thief	wharf ¹	elf

5. *Plurals of nouns ending in "o."* Nouns ending in "o" form the plural by adding "s" or "es." The plurals of such nouns in common use are as follows :

Plurals formed by adding "s" to the singular.

banjos	dynamos	mementos ²	quartos
cameos	embryos	octavos	solos
cantos	halos	pianos	folios
chromos	grottos ²	porticos ²	oratorios
contraltos	lassos	provisos	portfolios

¹ The plural of wharf is either wharfs or wharves. The latter form is generally used in the United States.

² The plural is also formed by adding "es" to the singular.

Plurals formed by adding "es" to the singular.

buffaloes	echoes	mosquitoes	potatoes
calicoes	flamingoes	mottoes	tomatoes
cargoes	heroes	mulattoes	tornadoes
dominoes	manifestoes	negroes	volcanoes

6. *Plurals in "en."* The old plural ending "en" is retained only in three nouns, namely :

oxen	children	brethren
------	----------	----------

7. *Plurals with internal change.* The plural of some nouns is formed by changing one or more letters in the middle of the word, as

man, men	tooth, teeth	mouse, mice
foot, feet	goose, geese	louse, lice

8. *Singular and plural forms the same.* Some nouns have the same form in the plural as in the singular, as

deer	cod	swine	mackerel	cannon	corps
sheep	trout	grouse	heathen	vermin	means

9. *Plural forms treated as singulars.* Some nouns in the singular number have plural forms, as

<i>alms</i>	mathematics	optics	politics
<i>amends</i>	<i>means</i>	<i>pains</i>	riches
<i>gallows</i>	news	physics	<i>tidings</i>

The italicized nouns in the above list may be used in both numbers.

10. *Nouns used only in the plural.* Some nouns plural in form can be used only in the plural. The following list includes the most common examples :

annals	drawers	oats	scissors	tweezers
ashes	dregs	obsequies	shears	tongs
assets	measles	pincers	spectacles	trousers
bellows	mumps	scales	stocks	victuals

11. *Plurals of foreign words.* Some nouns taken from a foreign language follow the rule of that language, as

alumna (fem.), alum̄næ	genus, genera
alumnus (mas.), alumni	gymnasium, gymnasia
amanuensis, amanuenses	memorandum, memoranda
analysis, analyses	nebula, nebulae
axis, axes	oasis, oases
basis, bases	parenthesis, parentheses
beau, beaux ¹	phenomenon, phenomena
cherub, cherubim ¹	radius, radii
crisis, crises	seraph, seraphim ¹
datum, data	synthesis, syntheses
ellipsis, ellipses	terminus, termini ¹
erratum, errata	thesis, theses
formula, formulae ¹	vertebra, vertebrae

12. *Plurals of letters, signs, etc.* Letters, figures, signs, etc., are made plural by adding an apostrophe and "s" ('s) to the singular, as a's, 4's, +'s.

13. *Plurals with different meanings.* Some nouns have two forms for the plural, depending upon their meaning, as follows :

SINGULAR	PLURAL	PLURAL
brother	brothers (same family)	brethren (same association)
cloth ¹	cloth (kinds)	clothes (garments)
die	dies (for coining or stamping)	dice (for play)
fish	fish (regarded collectively)	fishes (regarded separately)
genius	geniuses (persons of rare ability)	genii (spirits)
index	indexes (tables)	indices (signs)
pea	peas (by number)	pease (by quantity)
penny	pennies (coins)	pence (amount of money)
shot	shot (balls)	shots (discharges)
sail	sail (vessels)	sails (pieces of canvas)
staff	staffs (as a military term)	staves (canes or sticks)

¹ Also formed regularly.

14. *Plurals of compound nouns.* Compound nouns form their plurals in three ways, namely :

a. By changing the final syllable ; as

spoonfuls	major generals	rose trees	four-per-cents
courtyards	four-in-hands	pianofortes	forget-me-nots

Most compounds form their plurals in this way.

b. By changing the first part when that part is the leading word of the compound ; as

hangers-on	aids-de-camp	sons-in-law
attorneys-at-law	courts-martial	daughters-in-law

c. By changing both parts ; as

men-servants	Knights Templars	lords-justices
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There are only a few words of this class.

15. *Plurals of proper nouns.* The plurals of proper nouns are generally formed regularly, as

Mary	Marys	Jones	Joneses
------	-------	-------	---------

When a title precedes the proper name, either the title or the name may be pluralized, as

the Miss Browns or the Misses Brown

68.

EXERCISES

I. Give the number of each noun in the sentences found in 24.

II. Write the plurals of the following nouns. (Use the dictionary if needed.)

calf	cargo	motto	bandit	volcano
ruby	tooth	larva	turkey	mosquito
cuff	chief	cameo	potato	Frenchman
veto	wharf	datum	stratum	cupful

hoof	alley	monkey	species	court-martial
lily	piano	tomato	toothbrush	attorney-at-law
wife	trout	spoonful	vertebra	woman-servant
lady	flock	soliloquy	terminus	man-of-war
beau	topaz	alumnus	attorney	forget-me-not
buoy	daisy	looker-on	ellipsis	memorandum
axis	penny	stamen	portfolio	phenomenon
sail	brother	oasis	alumna	commander-in-chief

III. Tell the number of each noun in the following sentences :

1. What is the news?
2. The alumni were invited.
3. Mathematics is hard for me.
4. These data are insufficient.
5. I caught seven trout yesterday.
6. He added six spoonfuls of water.
7. The ellipses were carefully drawn.
8. I have made a memorandum of it.
9. The radii of a circle are always equal.
10. These scissors were made in Sheffield.
11. An analysis of five chapters was required.
12. The lookers-on declared the contest a fair one.
13. The cloths were all made from Australian wool.
14. He bought four sheep and I bought one sheep.
15. You should always dot your i's and cross your t's.
16. The flock of geese was safely sheltered for the night.
17. The fish were thrown into the hold of the vessel.
18. Several strange species of animals exist in Australia.
19. The tableaux represented scenes from "Miles Standish."
20. A good name is rather to be chosen than great riches.

IV. Write sentences containing the following nouns used in such a way as to show whether they are singular or plural.

Note carefully the use of "is," "was," "has been," "are," "have been," "were," "this," and "these."

EXAMPLES: "My family (plural) are all away." "This news (singular) surprises me."

army	dozen	series	measles	committee
news	tongs	riches	family	mathematics
pair	wages	public	mackerel	victuals
hose	class	cannon	gallows	alumnæ
herd	trout	assets	salmon	memoranda
alms	sheep	vases	heathen	parenthesis
fish	ashes	means	alumni	phenomenon
dregs	strata	swine	vertebræ	appendixes

NOTE. This very useful exercise may be extended so as to include practice with all the more familiar words given in 67.

V. Change the following sentences so as to use each noun in the plural number.

EXAMPLE: This daisy is large.

These daisies are large.

1. A lady called here yesterday.
2. The roof of the house is steep.
3. It was very warm in the valley.
4. The stratum was six inches thick.
5. The ox is a strong beast of burden.
6. The chief of the clan has absolute power.
7. He carried a pailful of water from the spring.
8. The man-of-war has come into the harbor.
9. The German became a naturalized citizen of the United States.
10. The hero was received with great demonstrations of joy.

69. Case of Nouns.

- | | |
|---------------------|-----------------------------|
| 1. The boy obeyed. | 4. He gave the boy a penny. |
| 2. John is the boy. | 5. It was for the boy. |
| 3. I saw the boy. | 6. The boy's hat was lost. |

The relation of "boy" in the above sentences is shown by its use as (1) subject of a sentence; (2) subjective complement of a verb; (3) direct object of a verb; (4) indirect object of a verb; (5) object of a preposition; (6) an expression of ownership.

We see that there is only one use of the noun, the one expressing ownership, in which its relation is indicated by its form. The forms expressing all other relations are the same.

These various relations are called *case relations*, and the form or use of the noun which indicates these relations is called **Case**.

Case is that form or use of a noun by which its relation to other words in a sentence is indicated.

Each relation of the noun as indicated in the above sentences does not represent a separate case. Only three cases are generally recognized in English. These cases will be explained in the sections which follow.

70. Nouns in the Nominative Case.

1. John became a soldier.
2. The boy's name was John.

The noun "John" is used in these sentences (1) as subject of a sentence, and (2) as subjective complement (45). All nouns used in these relations are said to be in the **Nominative Case**.

In what case is "soldier" in 1, and why? In what case is "name" in 2, and why?

In the sentence "Does James remain your friend?" in what case is "James," and why? In what case is "friend," and why?

A noun used in a sentence in the relation of subject or of subjective complement is in the nominative case.

Besides nouns in these two relations, there are nouns not directly connected with a sentence which are said to be in the nominative case. Such nouns are considered in App. III.

71. EXERCISES

I. Point out the nouns in the nominative case and give the relation of each.

EXAMPLE: "John Adams" in 1 is subject nominative, used as subject of "was President."

"President" in 1 is predicate nominative, used as subjective complement with "was" to form the predicate.

1. John Adams was the second President of the United States.
2. Jefferson became President in 1801 and was President for eight years.
3. The fourth President was James Madison, who was a man of learning and refinement.
4. The old leather-bound book seemed a prize to the student.
5. Near the stream was an old gray tower which had been a powder-house.
6. Was that man the captain of the ship?
7. How warm the weather is to-day!
8. Was the officer who arrested the thief your brother?
9. Good books are worthy friends and companions.
10. Deep in the wave is a coral grove.

II. In the sentences given in 47 point out all nouns in the nominative case.

72. Nouns in the Objective Case.

1. I met John.
2. I gave John a knife.
3. It belongs to John.

The noun "John" in each of the above sentences is said to be in the **Objective Case**. It is used here (1) as direct object

of the verb "met," (2) as indirect object of the verb "gave," and (3) as object of the preposition "to."

You see from the above sentences that the noun "John" has the same form in all three relations of the objective case. You see also from the sentences in 70 that this word is the same in the different relations of the nominative case. The same is true of all nouns in both cases. The only way, therefore, of determining the nominative and the objective case of nouns is by their use in a sentence.

A noun used as the direct or indirect object of a verb or as the object of a preposition is in the objective case.

NOTE. For other relations of nouns said to be in the objective case, see App. IV, V, and VI.

73.

EXERCISES

I. Point out all the nouns in the objective case and tell in each instance why it is in the objective case.

EXAMPLE: "Part" in 2 is in the objective case, direct object of the verb "have learned." "Lesson" in 2 is in the objective case, object of the preposition "of."

1. Have you learned your geography lesson?
2. I have learned a part of to-day's lesson.
3. Will you give Henry your apple?
4. I gave my apple to Mary.
5. I will lend Henry my knife.
6. Mr. Jones left his son a fortune.
7. Copernicus taught the people that the planets revolve around the sun.
8. Many people did not believe that theory.
9. William and I went to the menagerie to see the animals.
10. I do not like to practice upon the piano.
11. Forgive us our debts as we forgive our debtors.

12. He lent his friend some money.
13. Mr. Brown has known my brother from childhood.
14. Cromwell, I charge thee, fling away ambition.
15. Always be kind to the aged.

II. In the sentences given in 47 point out all nouns in the objective case.

74. Nouns in the Possessive Case.

1. The boy's hat is on the table.
2. Boys' hats are for sale here.

"Boy's" in 1 limiting "hat" denotes ownership, and "boys'" in 2 limiting "hats" denotes kind. All such nouns are said to be in the **Possessive Case**.

A limiting noun used to denote ownership or kind is in the possessive case.

The possessive case of nouns is sometimes called the **Genitive Case**, a name that is used in the grammar of other languages.

The possessive is the only case of nouns that shows by the form of the word its relation in the sentence. For this reason it is important to become familiar with possessive forms in their various uses.

(1) *The possessive form of simple terms.*

1. I found a *girl's* hat.
2. I put it in the *girls'* dressing room.
3. The *children's* supper is ready.
4. I saw *James's* mother in the garden.
5. This is the *ladies'* waiting room.
6. A *lady's* pocketbook was found there.
7. A *gentleman's* collar was bought in a *gentlemen's* furnishing store.

In what number and case is each italicized word?

Observe that all the singular nouns form the possessive by adding the apostrophe and "s," as "girl's" in 1, "James's" in 4, "lady's" in 6, and "gentleman's" in 7.

Observe that of the three plural nouns two form the possessive by adding the apostrophe and "s" and one by adding the apostrophe alone. The plural "ladies" in 5, because it ends in "s," forms the possessive by adding the apostrophe alone. The other plurals, "children" in 3 and "gentlemen" in 7, which do not end in "s," form the possessive by adding the apostrophe and "s."

The following rule may help you at first in writing and recognizing the possessive case of nouns :

The possessive form of plural nouns ending in "s" is made by adding an apostrophe. The possessive form of all other nouns is made by adding an apostrophe and "s."

Apply this rule by writing the possessive of each of the following nouns. Use the possessives in sentences.

man	woman	baby	fox
men	women	babies	foxes
dog	child	lady	thief
dogs	children	ladies	thieves
mouse	ox	teacher	turkey
mice	oxen	teachers	turkeys
bird	Mr. Jones	monkey	negro
birds	Thomas	monkeys	negroes

(2) *The possessive forms of compound terms.*

Observe that the sign of the possessive is placed at the end of all compound terms, as

1. *Henry VIII's* death occurred in 1547.
2. He went to his *son-in-law's* house.
3. He obeyed the *commander in chief's* orders.

4. The Prince of Wales is *King Edward's* son.
5. It happened during *William the Conqueror's* reign.
6. He was told of *his sister Mary's* death.

The terms "Henry VIII" in 1, "son-in-law" in 2, and "commander in chief" in 3 may be considered as compound nouns. How is the possessive of these nouns formed? The possessive of each of the other groups of words in italics is formed in the same way.

From these examples we can make the following rule :

The possessive of compound nouns and of all combinations of names used as one name is formed by adding the sign of possession to the last part.

For the case of "King" in 4, "William" in 5, and "sister" in 6, see 77 and App. VII.

(3) *The possessive of nouns denoting joint and separate possession.*

Observe carefully the possessive sign in the following sentences :

1. I have Allen and Greenough's Latin grammar.
2. We have in our school Webster's and Worcester's dictionaries.
3. Is that Mary's or Sarah's book?
4. It is neither Mary's nor Sarah's book.

There is but one book referred to in 1 and that is written jointly by two persons. The possessive sign is where placed?

There are two books referred to in 2 and they are written by two persons separately. Where are the signs of possession?

From the above examples the following rule may be made :

If two or more nouns in the possessive imply joint possession of the same thing and are connected by "and," the possessive sign is used only with the last noun ; but if such nouns imply separate

possession or if nouns are connected by "or" or "nor," each noun takes the possessive sign.

Account for the sign of possession in the following sentences :

1. It was neither John's nor James's fault.
2. The book was bought at Robinson and Jones's bookstore.
3. It is a short distance between Mr. Smith's and Mr. Brown's houses.

75.**EXERCISES**

I. Point out the possessives in the following sentences and give the number and gender of each. Give the rule for each possessive sign.

1. The sun's rays scattered the mists.
2. The bird's clear note was heard in the deep wood.
3. Near the pond was the birds' gathering-place.
4. Charles's explanation was found to be the correct one.
5. The mothers' meeting was well attended.
6. Under the overhanging rock was the famous bear's cave.
7. John and Harry's pony was brought from the Shetland Islands.
8. Neither the king's nor the queen's plea was of any avail.
9. The book was one of Little, Brown & Co.'s publications. (In what case is "Little"? Sec. 74, 3.)
10. The drummer-boy was the army's pride.
11. It was either the captain's or the pilot's fault.
12. The order was left at the American Express Company's office.
13. The teachers' reports were all presented yesterday.
14. The ship's crew were saved in the lifeboats.
15. The boy's quick action saved his comrades' lives.
16. The river's rush and roar told of its terrible power.
17. The silver was bought at Smith, Stone & Co.'s.

18. Mary's or Jane's book is missing.
19. Davenport and Emerson's "Principles of Grammar" was used.
20. We consulted Webster's and Worcester's dictionaries.
21. Do you prefer Steinway's or Chickering's pianos?
22. Men's and boys' clothing is for sale here.
23. It happened during William and Mary's reign.

In 15 what is the number of "boy's" and of "comrades' "? Rewrite this sentence, changing the number of these words.

II. Write in sentences the following nouns and tell the number of each noun :

girls'	widow's	uncle's	scholars'
enemies'	attorney's	ancestor's	fairy's
children's	gentlemen's	cities'	daisies'
city's	landlord's	negroes'	mice's

III. Write in sentences the following nouns in both singular and plural number, possessive case :

horse	boy	lily	ox	author
cousin	girl	body	calf	forefather
daisy	lady	hero	leaf	foreman
donkey	baby	goose	child	editor

IV. Write sentences about the following, using the possessive form :

1. The poems of Longfellow and Tennyson.
2. The administrations of Grant and Lincoln.
3. The administration of Harrison and Tyler.
4. The factory of Wheeler & Wilson.
5. The history written by Green or by Froude.
6. The novels of Scott and Dickens.
7. The dramas written by Beaumont and Fletcher.
8. The life of Lincoln written by Hay and Nicolay.

V. Place instead of each blank a singular or plural noun of the possessive case.

1. I am studying —— history.
2. Dr. —— and Dr. —— office is on Main Street. (One office belonging to two physicians.).
3. I went to my —— wedding.
4. I will meet you in the —— room.
5. Which do you prefer, —— or —— dictionary?
6. How much do you charge for —— and —— arithmetic?
7. He paid the —— bill when it was presented.

76. Appositives.

1. Milton became blind.
2. Milton, the poet, became blind.
3. Kane, the Arctic explorer, died in 1858.
4. Captain Kidd, the famous pirate, was a Scotchman.
5. Cromwell, the first Protector of the Commonwealth, was a strong ruler.

The first two sentences are clearly meant to express the same thought. The limiting noun "poet," meaning the same person as Milton, is used merely to tell which Milton is meant. A noun used in this way is called an **Appositive** and is said to be *in apposition with* the word it limits.

Point out the appositives in 3, 4, and 5, and the nouns with which they are in apposition.

A noun limiting another noun and meaning the same person or thing is called an appositive and is said to be in apposition with the noun it limits.

77. The Case of Appositives. Appositives are in the same case as the words they limit or explain. In the sentence "My cousin George visited me," the limiting noun "George" is an appositive and is in apposition with "cousin." As

“cousin” is in the nominative case, the case of the appositive “George” must be nominative also.

The case of an appositive may be nominative, possessive, or objective, as shown in the following sentences :

Mr. Brown, the secretary, sent the letter.

It was in Mr. Brown’s, the secretary’s, handwriting.

I saw Mr. Brown, the secretary, at the meeting.

When, however, the nouns in apposition are in the possessive case, the sign of possession is generally given only to one of them, as in the sentence “It happened during William the Conqueror’s reign.” “William” here is supposed to be in the possessive case, as well as “Conqueror’s,” but the sign of possession is attached only to the second noun.

An appositive must be in the same case as the word it represents.

Note carefully the punctuation of sentences having nouns in apposition.

78.

EXERCISE

Point out the nouns in apposition and give the case of each.

1. The letter “a” is a vowel.
2. The poet Whittier wrote “Snow-Bound.”
3. His brother William’s daughter is ill.
4. Brussels, the little Paris, is the capital of Belgium.
5. He visited North Cape, the land of the midnight sun.
6. We saw Abbotsford, the home of Sir Walter Scott.
7. Jack the Giant-killer’s adventures were very wonderful.
8. Miss Alcott, the author of “Little Women,” lived in Concord, Massachusetts.
9. Strode with a martial air Miles Standish, the Puritan captain.

10. The Mississippi, the Father of Waters, is one of the longest rivers in the world.

11. Fairest of all the maids was Evangeline, Benedict's daughter.

12. One of America's best friends in England was William Pitt, the great Earl of Chatham.

13. The favorite song, "Home, Sweet Home," was written by a homeless man, John Howard Payne.

14. Now the bright morning star, day's harbinger,
Comes dancing from the east.

79.

EXERCISES

I. Analyze the following sentences and parse each noun.

MODEL: *Mary borrowed her mother's pencil.*

1. "Mary," proper noun, singular, feminine; nominative case, subject of "borrowed."
2. "Mother's," common noun, singular, feminine; possessive case, limiting "pencil" by denoting possession.
3. "Pencil," common noun, singular, neuter; objective case, object of "borrowed."

For model for analysis, see 58.

1. Order is Heaven's first law.
2. So He giveth unto His beloved sleep. ("Beloved," often an adjective, is here what part of speech?)
3. The Child is father of the Man.
4. O Nature, how fair is thy face!
5. Every good tree bringeth forth good fruit.
6. Flowers are the poetry of earth.
7. Self-conquest is the greatest victory.
8. The groves were God's first temples.
9. When the cat's away the mice will play.
10. One man's meat is another man's poison.
11. How goodly are thy tabernacles, O Israel!
12. Gone are the birds that were our summer guests.

13. Now Philomel, sweet songstress, charmed the night.

14. 'Tis Chanticleer, the shepherd's clock, announcing day.

15. The poet Longfellow wrote "Evangeline, a Tale of Acadie."

16. We may cover a multitude of sins with the white robe of charity.

17. Righteousness exalteth a nation; but sin is a reproach to any people.

18. The doorstep to the temple of wisdom is a knowledge of our own ignorance.

19. The riches of the Commonwealth
Are free strong minds and hearts of health.

20. When the rock was hid by the surges' swell
The mariners heard the warning bell.

21. Night's candles are burnt out, and jocund day
Stands tiptoe on the misty mountain-tops.

22. Thus to relieve the wretched was his pride,
And e'en his failings leaned to virtue's side.

23. If thou wouldst view fair Melrose aright,
Go visit it by the pale moonlight.

24. Over the wooded northern ridge,
Between the houses brown,
To the dark tunnel of the bridge
The street comes straggling down.

25. Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."

26. When Freedom from her mountain height
Unfurled her standard to the air,
She tore the azure robe of night,
And set the stars of glory there;

She mingled with its gorgeous dyes
The milky baldrick of the skies,
And striped its pure, celestial white
With streakings of the morning light ;
Then from his mansion in the sun
She called her eagle-bearer down,
And gave into his mighty hand
The symbol of her chosen land.

27. God bless our native land !

Firm may she ever stand
Through storm and night !
When the wild tempests rave,
Ruler of wind and wave,
Do Thou our country save
By Thy great might !

II. Parse the nouns in the sentences given in 58.

CHAPTER VII

PRONOUNS

80. Personal Pronouns. From what you have learned about pronouns (19 and 20) construct five sentences containing pronouns and tell what each pronoun stands for.

Define *pronoun, antecedent*.

(1) Observe closely the use of the italicized words in the following sentences and tell what each word stands for.

1. Will *you* come to see *me* this afternoon?
2. *I* shall be very glad to come.
3. Please bring *your* brother with *you*, if *he* is at home.
4. John and *his* brother went to see *their* friend.
5. *They* said as *they* arrived, "*We* have brought *our* books with *us*."
6. Henry said, "*I* want to introduce *you* to *my* mother."
7. *She* welcomed *them* warmly and invited *them* to go with *her* into *her* garden.
8. *They* went in and found *it* a very pleasant place.

In 1 "you" refers to the person spoken to.

What word in 1 refers to the speaker?

What word in 2 refers to the speaker?

"Your" in 3 refers to what?

"His" in 4 refers to a person spoken of. What is his name?

In the same way tell of each pronoun whether it refers to the speaker, to the person spoken to, or to the person or thing spoken of.

(2) You can tell from the *form* of the above pronouns whether they refer to the person speaking, to the person spoken to, or to the person or thing spoken of. There are other pronouns of the same kind, such as "yours," "mine," "ours," "theirs," "him," "its," "thy," "thine," "thee," "thou."

We do not commonly use the last four pronouns, but we can see that they refer to the person spoken to in such sentences as

Thou art the man.

Thy will be done.

All pronouns that show by their form whether they refer to the person speaking, to the person spoken to, or to the person or thing spoken of are called personal pronouns.

(3) The following sentences contain all the simple personal pronouns. Point them out and show why they are personal pronouns.

1. I hope you will come to see me.
2. He will bring it with him.
3. She has your book in her desk.
4. Your flower is larger than mine, but my flower is fresher than yours.
5. We shall take our luncheon with us.
6. John brought his book, but Mary left hers at home.
7. Their house is larger than ours.
8. It followed her to school one day.
9. Its fleece was white as snow.
10. You may bring your luncheon.
11. They took theirs with them.
12. I am the vine, ye are the branches.
13. It shall be thine and thy sons' with thee.
14. Thou canst not say I did it ; never shake Thy gory locks at me.

81. Compound Personal Pronouns. When the syllable "self" or "selves" is joined to the personal pronoun, the word so formed is called a *compound personal pronoun*. Its use is seen in the following sentences :

1. He did the work himself.
2. I myself was to blame.
3. You will tire yourself out.
4. You should look out for yourselves.
5. They amused themselves with the book.

In 1 and 2 the compound personal pronouns "himself" and "myself" are used simply for emphasis.

In 3 the pronoun "yourself" is used in a reflexive way ; that is, as object it refers back to the subject.

The same is true of the other compound personal pronouns "yourselves" and "themselves" in 4 and 5.

It is not considered good usage to employ the compound personal pronoun when it does not refer to some corresponding noun or pronoun in the sentence. Thus it is better not to use the word "myself" in place of "me" in the sentence "He came to see my brother and me."

Describe the pronouns in the following sentences :

1. You yourself can do it as well as he can.
2. He will hurt himself if he is not careful.
3. They ought to respect themselves in this matter.
4. We saw the president himself as he rode by.

82.

EXERCISES

I. Use the following personal pronouns in sentences and tell to what each one refers :

they	your	me	its	she	our
them	their	it	I	you	us

II. Use the following compound personal pronouns in sentences. Tell which are used for emphasis and which in a reflexive way.

myself	yourself	itself	himself
ourselves	yourselves	herself	themselves

III. Select all the personal pronouns you can find in 79.

83. Relative Pronouns.

1. The lady who called left her card.
2. I saw the house which they moved.
3. These are the boys that helped me.

What is the antecedent of the pronoun "who" in 1? What is the dependent clause in 1? "Who" not only relates to its antecedent, but also is used to connect the dependent clause with the antecedent.

To what does "which" in 2 relate? How is it used as a connective?

To what does "that" in 3 relate and what does it connect in the sentence?

These pronouns are called **Relative Pronouns**.

A relative pronoun is a pronoun which is used to connect a dependent clause with its antecedent.

The dependent clause introduced by a relative pronoun is sometimes called a *relative clause*.

Point out in each of the following sentences a relative pronoun and its antecedent. Point out the relative clause in each sentence.

1. That is the boy who showed us the way.
2. Here is the book which you lent me yesterday.
3. The horse which we liked so much is sold.
4. This is the dog that belongs to my brother.

5. I found the pencil that I lost last week.
6. The boys that we saw were on their way to school.
7. I have a dog which can do very clever tricks.
8. He was the kindest gentleman that I ever saw.
9. There was no one who could answer the question.
10. All that heard the address enjoyed it very much.
11. No boy can be truly polite who has not a kind heart.
12. That is the very place which I visited several years ago.
13. Has the train arrived which is due here at six o'clock?

“Who” in 1 is the subject of the relative clause. “Which” in 2 is the direct object of “lent.” In each one of the other sentences tell whether the relative pronoun is used as subject or object. Point out the antecedents and relative clauses.

Show from the above sentences that “who” relates to *persons*, “which” to *animals* and *things*, and “that” to *persons*, *animals*, and *things*.

Point out the personal and relative pronouns in the sentences given in 47.

84. Compound Relative Pronouns. In the sentence “Whoever did it ought to confess,” the pronoun “whoever” has a double construction, being used as the subject of “did” and subject of “ought.” That is, “whoever” implies both antecedent and relative, being equivalent to “he who” or “any one who.” Thus expanded, the sentence would be “He who did it ought to confess.” What is the subject of “ought”? of “did”?

“Whosoever” (sometimes *whoso*) is used like “whoever” in sentences.

In the same way “what,” “whatever,” “whatsoever,” “whichever,” and “whichsoever” have a double construction in sentences, being equivalent to “that which” or “the thing which.” These relatives may be used as subjects or objects, as “Whatever is, is right,” “I will do whatever you desire.”

A word which is used in a sentence as antecedent and relative is called a compound relative pronoun.¹

Point out the compound relative pronouns in the following sentences and give the equivalent words of each :

1. Whoever works hard will be likely to succeed.
2. Whosoever exalteth himself shall be abased.
3. You may do whatever you wish to do.
4. Whatsoever is right I will give you.
5. What he says may be regarded as true.
6. You may take whichever you prefer.
7. Whoever goes there to-day will be sorry.

85. Interrogative Pronouns.

Who is he?

Which is best?

What do you want?

Each of the italicized pronouns is used in asking a question, and is therefore called an **Interrogative Pronoun**.

An interrogative pronoun is a pronoun used in asking questions.

The above questions are used independently. They may be used dependently in objective clauses, as

John asked, "Who is he?"

John asked, "Which is best?"

John asked, "What do you want?"

These questions are expressed in the exact words of the questioner, and therefore are called *direct questions*.

¹ This definition refers to the meaning, not the form, of the compound relative, and applies to the *indefinite relatives* "who," "which," and "what" used in such sentences as "*Who* steals my purse steals trash," "You may take *which* you please," and "I know *what* he said."

When the questions do not exactly express the words of the questioner they are called *indirect questions*, as

John asked who he was.

John asked which was best.

John asked what he wanted.

In all these sentences "who," "which," and "what" are called interrogative pronouns.

The word for which an interrogative pronoun stands is found in the answer, "who" referring to persons, "which" and "what" to anything other than persons.

Point out an interrogative pronoun in each of the following sentences and tell whether it is used as subject or object :

1. What shall we take ?
2. Which of you will go ?
3. He asked who wanted to go.
4. "Who will go with me ?" he said.
5. He inquired of the man which was the nearer way.
6. "What do you want me to do with this book ?" he asked.

86.

EXERCISES

I. Point out the interrogative and relative pronouns in the following sentences. What does each one stand for ?

1. What are you looking for ?
2. You may do what you please.
3. This is the book that you need.
4. Which of those books is yours ?
5. Whoever goes must go promptly.
6. He asked the boys who threw the stone.
7. He inquired of the children who of them could perform the problem.

II. Construct five sentences each having an adjective clause introduced by a relative pronoun.

III. Construct five sentences each having an interrogative pronoun used in an indirect question.

IV. Construct a complex sentence, using the compound relative pronoun "what," and show that the pronoun represents both antecedent and relative. In the same way use "whoever" and "whatever."

V. Supply the word "who," "which," "that," or "what" in each blank and give a reason for your choice.

1. Are those the books —— you lent me?
2. Those are the men —— asked me to go.
3. —— are the ladies that called here to-day?
4. Did you drive home the cattle —— you bought?
5. He asked his mother —— she wanted him to do.

87. Demonstrative Pronouns. The pronouns "this" and "that" (plural "these" and "those") are called **Demonstrative Pronouns** because they point out the persons or things to which they refer.

Notice carefully the use of these pronouns in the following sentences :

1. What is *that*?
2. *That* is my hat.
3. Every one knows *this*.
4. *These* are very warm days.
5. I saw your friends and *those* of your brother.

Observe the difference between the use of these words as pronouns and the use of the same words as adjectives, as, for example, in the sentences

This is my hat.
This hat is mine.

Make sentences using the words "this," "that," "these," and "those" as demonstrative pronouns and as adjectives.

88. Indefinite Pronouns. There are several pronouns which do not belong to any of the classes of pronouns already mentioned. They include those which refer to persons or things quite indefinitely, and are therefore called **Indefinite Pronouns**. The following list embraces those which are in most common use :

all	both	few	none	several
another	each	many	one	some
any	either	neither	other	such

Some of the compounds like "anybody," "any one," and "anything" may also be classed among indefinite pronouns.

The use of indefinite pronouns in sentences is illustrated by the following examples :

I wish to see *each* of the boys.

Neither of them was allowed to go.

Several of the workmen were ill.

Construct sentences using the words of the above list both as indefinite pronouns and as adjectives.

89.

EXERCISES

I. Point out the demonstrative and indefinite pronouns in the following sentences and tell whether they are used as subjects, objects, or complements :

1. This is not so large as that.
2. All is not gold that glitters.
3. One will be enough for me.
4. Each of the girls was ready.
5. These are better than those.
6. None returned to tell the tale.
7. Any of you that wish may go.
8. Those are the books I wanted.

9. Were there many on the boat?
10. Few shall part where many meet.
11. Both of my eyes are troubling me.
12. Either of the men can do the work.
13. Some of his skill he taught to me.
14. They rescued only a few of the miners.
15. Any one will show you the way to the hall.
16. Neither of them was able to assist the other.
17. I will go one way and you may go the other.
18. He caught one fish and then he caught another.
19. There are none of the revolutionary soldiers living.
20. All of the boys were late, but some had a good excuse.

II. Change ten of the above sentences, using adjectives instead of pronouns.

EXAMPLE: This apple is not so large as that apple.

III. Find several words used as demonstrative or indefinite pronouns in your reading book.

90. Antecedents of Pronouns. As you have already learned, the antecedent of a pronoun is the word or words for which the pronoun stands.

As the form of the pronoun depends frequently upon the form or use of its antecedent, it becomes important to recognize as readily as possible the antecedent of each pronoun.

(1) The antecedent may be either a noun or a pronoun, as

Those *boys* who were late may remain.

Those who came early may be excused.

(2) The antecedent, as the word indicates, is generally placed before the pronoun; but it may be placed after the pronoun, as in the sentences

I, *John*, saw these things.

You, *William*, may go now.

(3) Sometimes the antecedent is not expressed, as in the sentences

1. They have gone away.
2. Who went with you?

The antecedent of "they" in 1 is known to the speaker and perhaps to the hearer, but it is not expressed.

The antecedent of "who" in 2 is found only in the answer.

(4) Sometimes the antecedent consists of two or more words connected by a conjunction, as in the following sentences :

1. John and James took their sister with them.
2. It was Mary or her sister Jane who was ill.

The subject "John and James" is the antecedent of "their" in 1, and the complement "Mary or her sister Jane" is the antecedent of "who" in 2. In what number is each of these antecedents?

Note carefully the antecedents of personal pronouns, especially when they are separated from their pronouns by several words, as in the sentences

1. One of the men who were sent lost his way.
2. Let each of the girls take her own book.
3. A man's manners frequently show his bringing up.

The antecedent of "his" in 1 is "one"; of "her" in 2 is "each"; of "his" in 3 is "man's."

91.

EXERCISES

I. Point out the relative and personal pronouns and their antecedents in the following sentences :

1. One of the girls does not know her lesson.
2. It was James or Paul who lost his pencil.
3. This is one of the boys that ran away from their homes.

4. Will either of you boys lend me his pencil?
5. Neither of the men means what he says.
6. The boy brought the book for which he was sent.
7. Every one of the ladies took off her bonnet or hat when requested to do so.
8. All the boys and girls had a pleasant time during their vacation.

9. Robert had a knife and two pennies in his pocket, but in one of the games he lost them.

10. Mary had a little lamb; its fleece was white as snow. It followed her to school one day, which was against the rule. (The clause "It followed her to school one day" is the antecedent of "which.")

II. Point out the antecedents of all the pronouns which you can find in 56.

92. Person of Pronouns. Make a list of personal pronouns (80), dividing them into three groups, namely: (1) those that represent the speaker; (2) those that represent the person spoken to; (3) those that represent the person or thing spoken of. Pronouns of group 1 are in the *first person*; those of group 2 are in the *second person*; and those of group 3 are in the *third person*.

You can tell the person of some of the other pronouns by their form alone, but not of all. For example, the demonstrative and indefinite pronouns are all clearly in the third person, since they could represent a person or thing only as spoken of; but the relative and interrogative pronouns may be in any one of the three persons, depending upon their use, as shown in the following sentences:

1. It was I who spoke first.
2. It was you who did the best.
3. It was he who won the prize.

4. They who are wealthy can do these things.
5. Which of us shall go? I will go.

“Who” in 1 is in the first person, because its antecedent is in the first person.

Why is “who” in 2 in the second person?

In what person is “who” in 3, and why?

In what person is “who” in 4, and why?

What does “which” in 5 stand for? In what person is “which,” and why?

Use the relative “that” in a sentence in the first person.

From these examples we see that

Pronouns must agree with their antecedents in person.

Pick out the pronouns in the following sentences and tell in what person each pronoun is :

1. It was I who found the money.
2. Were you at his house last evening?
3. Are these the books which you asked me to get?
4. Whose knife is that? That is my knife.
5. Was it you who put out the light?
6. They that are whole have no need of a physician.
7. Ye crags and peaks, I'm with you once again.
8. I, John, your brother, . . . was in the isle that is called Patmos.
9. I that speak unto thee am he.

93. Gender of Pronouns. (1) The gender of pronouns, like that of nouns (65), is determined both by their form and by their use. Thus the gender of “he,” “his,” “him,” “she,” “her,” and “it” is unmistakable; but the gender of other pronouns can be known only by their use in sentences, as, for example,

1. The boy *who* went home has returned.
2. I answered the letter *which* came yesterday.
3. *These* are the girls *that* did so well.
4. The ladies *who* were present removed *their* hats.

“Who” in 1 is masculine, because it refers to “boy.”
 “Which” in 2 is in what gender, and why? Give the gender of the italicized pronouns in 3 and 4. If you change the antecedents of these pronouns, shall you be obliged to change the pronouns?

(2) When the gender of the antecedent is not known the pronoun relating to it is masculine. For example, in the sentence “Neither of them could find his way home,” the pronoun “neither” is represented by the masculine pronoun “his.”

But some words like “baby,” “animal,” “fish,” etc., which include both males and females, are represented by the neuter pronoun “it” or “its,” as

The baby is crying for its food.

They chained the dog because it was cross.

(3) When the antecedent consists of nouns of different gender, corresponding pronouns should be used, as

Every boy and every girl must sign his or her name.

Such an awkward use of the pronouns may be avoided by changing the sentence to

All the boys and girls must sign their names.

Make a choice of pronouns in filling blanks and give reasons for your choice.

1. The sun has run (his, its) daily course (65, 3).
2. The ship moves majestically on (her, its) way.
3. If any one wants this (he, she) may have it.
4. When the child fell (he, it) cried lustily.
5. If you are kind to an animal (he, it) will be kind to you.
6. There were ten candidates (who, which) presented themselves.
7. He caught a fish and then cooked (him, it) for supper.
8. The cat mews when (he, she, it) wants something to eat.
9. These are the girls (that, which) did so well.

94. Number of Pronouns. Review 67, and show by examples that number in pronouns like number in nouns is denoted by their form or use.

Define number as applied to nouns and pronouns ; singular number ; plural number.

Make a list of twenty-six personal pronouns which are given in 91-93. Mark with the letter "S" those that are used in the singular number only ; with the letter "P" those that are used in the plural number only ; and with the letters "S.P." those that are used in both numbers.

"You," "your," and "yours" are the only personal pronouns whose forms alone do not indicate their number. How is the number of these pronouns shown ? Give examples.

In the sentences given in 89 point out the indefinite pronouns that are in the singular number ; those that are in the plural number only ; and those that are in both numbers. The following notes may assist you in the use of the demonstrative and indefinite pronouns.

1. "This," "that," "each," and "one" are used only in the singular number.

2. "Either" and "neither" refer to one of two persons or things, and are therefore singular. Thus in speaking of two persons we say,

Neither of the two brothers earned his own living.

3. "None" may be used in both numbers, as

There is none (no one) that doeth good, no, not one.

None (not any) of these things move me.

4. "Few," "many," "these," "those," and "several" are used only in the plural number.

5. "Some" when it refers to quantity is singular; but when it refers to number it is plural. Thus we should say, "Some of the flour was wasted," and "Some of the books were torn." The pronouns "all" and "any" are also used in this way, as

All of the boys	}	were found.
Not any of the boys		
All of the money	}	was found.
Not any of the money		

6. "Former," "latter," "first," "last," and "same" may refer to singular or plural substantives, and therefore may be in either number, as

I was	}	the first to arrive.
We were		

The first settlers of New England were Pilgrims and Puritans; the former were Separatists, the latter were not.

Mr. Smith and his brother were pupils of mine; the former was always good in his studies, but the latter was somewhat slow.

It was	}	the same that I saw before.
They were		

We cannot tell from the form of a relative or interrogative pronoun whether one object or more than one is meant. As in gender and person, so in number, pronouns agree with their antecedents; that is, the number of a pronoun is always the same as that of the word for which it stands. For this reason, if we do not know the number of a pronoun from its form, we have only to ascertain the number of its antecedent. What is the number of "who" in each of the following sentences?

That is the boy who was injured.

Those are the boys who were injured.

In the sentence "He is one of the greatest actors that have ever been here," "that" is plural to agree with its antecedent, "actors."

NOTE. In such sentences as this the mistake is frequently made of regarding "one" as the antecedent of "that," and of saying, therefore, "He is one of the greatest actors that has ever been here."

Great care should be taken in using pronouns the antecedents of which are compound in form. In the sentences "It is President and governor who are to be voted for" and "It is President or governor who is to be voted for," what is the antecedent of "who" in each sentence? What is the number of "who" in the first sentence? in the second sentence?

In the sentences "The secretary and treasurer resigned his position" and "The secretary and treasurer resigned their positions," why is "his" used in the first sentence and "their" in the second?

In the sentence "Mary or Rose may bring her composition here to be corrected," why is "her" and not "their" used?

Mistakes are frequently made in the use of pronouns whose antecedents are collective nouns or indefinite pronouns, especially when the pronoun and its antecedent are widely separated. For example, in the sentence "Neither of my brothers brought his books," the indefinite pronoun "neither" is singular and therefore requires "his" and not "their" to be used.

In the sentence "The Board of Aldermen adjourned its session at ten o'clock," the collective noun "Board" is used in the singular and therefore requires the pronoun "its" to be used. But in the sentence "The Board of Aldermen

were divided in their opinion," "their" and not "its" is used, because the antecedent, "Board" is used in the plural.

Examine carefully the use of the pronouns in the following sentences :

1. Each of the girls gives what she can.
2. One of the boys brought his camera with him.
3. Let every one do what he pleases.
4. Neither of the ladies did what she planned to do.
5. That is one of the men who were injured.
6. He sold each of the farms for what it was worth.
7. Some of the money which he lost was found.
8. It is John or William who has forgotten to ring the bell.
9. Every one may have a ticket if he is willing to pay for it.
10. Will either of you lend me his knife for a few minutes?
11. Every man and every boy present did as he was told.
12. Everybody went into the woods and amused himself as best he could.

95.**RULE AND EXERCISES**

From what you have learned of pronouns the following rule of construction may be made :

A pronoun agrees with its antecedent in person, number, and gender.

I. Give the person, number, and gender of each pronoun in the following sentences and give the reason for its use :

1. John said that his sisters could not come because they were ill.
2. He is one of the best men that work here.
3. That is one of the books which are not allowed in the library.
4. Some who were here last year brought their golf sticks with them.

5. Each of the pupils is expected to do his best.
6. The one who threw the stone will please raise his hand.
7. The army which was commanded by Washington was successful.
8. Each of his two sisters sold her share.
9. The jury, having been in court all day, retired to their room and refreshed themselves as best they could.
10. Are there any present who were absent yesterday?
11. If any of the coal was left I did not see it.
12. "Begin" and "commence" have the same meaning, but the former is to be preferred.
13. Our trees bore many peaches; the first that we picked were not so good as the last [were].
14. The last of his three children was an invalid.
15. These are the same that you saw yesterday.
16. This is the same that you saw yesterday.
17. Some of the flour which I bought was not good.
18. Some of the people who came were interested.
19. None of the boys were willing to confess their fault.
20. They fell down and there was none to help.
21. When you have read the news, please tell it to me.
22. The jury brought in its verdict at four o'clock.
23. He is one of the best servants that have ever lived with us.
24. Which of them do you think is the best?
25. Many of those who were in the war have died.
26. He sent it to the one who he supposed wanted it most.
27. He sent her what he thought she needed.
28. You may give it to whomever you please.
29. Please keep to yourself what I told you.
30. He himself is one of those who oppose the measure.

II. Fill each blank with a suitable pronoun and give a reason for your choice.

1. Every one thought (he, they) was right.
2. Neither of the pupils discovered (his, their) mistake.

3. England expects every man to do (his, their) duty.
4. Each of the men was obliged to provide (his, their) own uniform.
5. Either Ella or Jane will lend you —— pencil.
6. Every boy and every girl should do —— or —— best.
7. Whoever desires to succeed in life must form good habits when —— is young.
8. The child could not find —— mother.
9. Let each of you do —— best.
10. As officer and private —— always did —— duty.
11. The club will hold —— meeting next Saturday evening.
12. Can a leopard change —— spots?
13. Will either of you girls lend me —— knife?
14. He went to see one of the men —— are at the hotel.

96. Case of Pronouns. You have seen (69-74) that the case relations of nouns are shown by their use as subject, object, or complement, and that one relation of the noun — that of possession — is indicated by its form as well as by its use. The relation of pronouns is also indicated by their form and use as shown in the following sentences :

1. He obeyed his father.
2. I saw him yesterday.
3. I think it was he.
4. I shall go with him.
5. She lost her pencil.
6. It was on the table.
7. I saw it on the table.
8. This is the boy whom you met.
9. This is the boy who went with you.
10. I prefer this to that.

Give the relation which each pronoun has in the sentence and tell whether the relation in each instance is known by its form or only by its use.

Case is that form or use of a noun or pronoun by which its relation to other words in a sentence is known.

From the above sentences you see that the forms of pronouns to denote relations are much more varied than nouns. It becomes very important therefore to have an accurate and ready knowledge of the appropriate forms of pronouns in their various relations.

The case relations of the various kinds of pronouns to be considered in this chapter are (1) subject of a sentence, (2) subjective complement, (3) object of a verb, (4) object of a preposition, (5) possession or kind.

NOTE. Other case relations are treated in App. XIV.

97. Case of Personal Pronouns. Observe carefully in the following sentences the form and use of the personal pronouns¹ as showing the various relations :

<i>Relation :</i>	SUBJECT	OBJECT	SUBJECT	SUBJECTIVE COMPLEMENT
<i>Case :</i>	NOMINATIVE	OBJECTIVE	NOMINATIVE	NOMINATIVE
1.	I	saw	you.	6. It was I.
2.	You	saw	him.	7. It was you.
3.	He	saw	them.	8. It was he.
4.	They	saw	me.	9. It was they.
5.	She	saw	it.	10. It was she.

<i>Relation :</i>	SUBJECT	INDIRECT OBJECT	DIRECT OBJECT
<i>Case :</i>	NOMINATIVE	OBJECTIVE	OBJECTIVE
11.	He	taught [to] me	(the) lesson.
12.	They	brought [for] him	(the) book.
13.	I	shall buy [for] you	(a) horse.
14.	She	sent [to] me	(a) present.
15.	You	may get [for] them	(the) money.

¹ For the declension of personal pronouns, see App. XV.

<i>Relation :</i>	SUBJECT	POSSESSION	INDIRECT OBJECT OR OBJECT OF PREPOSITION		
<i>Case :</i>	NOMINATIVE	POSSESSIVE	OBJECTIVE		
16.	They bought	their (shoes)	(of)	him.	
17.	He sold	his (books)	(to)	us.	
18.	They promised	theirs ¹	(to)	me.	
19.	We buy	our (clothes)	(of)	them.	
20.	You took	yours ¹	(with)	you.	

Change the pronouns in each of the above sentences and notice their form, as (1) "You saw me," (2) "He saw you," (5) "He saw her."

In which of the above sentences do you find that the pronoun has the same form in different relations?

The nominative "thou" (possessive "thy" or "thine," objective "thee") is no longer in common use, but is used in address to the Deity and in poetry, as in the following :

Thou, Lord, seest me.
I tell thee, thou 'rt defied.
Woodman, forbear thy stroke.

"You" is used in the singular as well as in the plural in both nominative and objective cases, as in the following sentences :

You are my friend.
You are all my friends.
I am glad to welcome you.

It is not difficult to use the correct form of the personal pronoun when it is used alone or when its relation in the sentence is obvious. For example, in such sentences as the following no mistake would be likely to be made in the choice of pronouns :

1. He came to see us.
2. We gave him a book.

¹ For the uses of "mine," "ours," "yours," "hers," "theirs," see App. IX, 4.

3. They found him here.
4. It was they who visited us.
5. Did he know that it was you?
6. They went with us to the party.

But when two or more pronouns are used together as subject, object, or attribute, or as a limiting possessive, it becomes more difficult to choose the correct word and to give a good reason for the choice. Study carefully the following:

1. He came to see her and me.
2. She and I gave him a book.
3. He and she went with them and me.
4. Did you know that it was she and I?
5. She sat between my brother and me.
6. They found him and me here.

What is the object of "to see" in 1?

What is the subject of "gave" in 2?

Point out the compound subject and compound object in 3.

What is the case of each of the pronouns in 3?

"She" and "I" in 4 have what relation in the sentence?

Why is "me" and not "I" used in 5?

Why not use "he and I" instead of "him and me" in 6?

Summary. From the outlines and exercises given above we see that nearly all the case forms of personal pronouns change with their relations in the sentence; and that

1. The nominative forms are used in the relations of (a) subject of the verb, and (b) subjective complement of the verb.

2. The objective forms are used in the relations of (a) direct object of the verb, (b) indirect object of the verb, and (c) object of a preposition.

3. The possessive forms are used in the relation of possession.

98.

EXERCISES

I. Give the relation and case of each of the personal pronouns in the following dialogue :

Mary. Is that you, Helen?

Helen. Yes; it is I. Who did you think it was?

M. I did n't know in the dark whether it was you or Florence. You and she are about the same height.

H. I think I am taller than she [is tall]. Did you go to the lecture last evening?

M. Yes; and it was very interesting.

H. What was its subject?

M. It was about the Indians and their customs.

H. Did you see my Cousin Rachel there?

M. Yes; she was with her brother. They sat directly in front of me, but I did not know it was they until they spoke. They had their Cousin Margaret with them.

II. In each of the blanks insert the personal pronoun that you think is correct, and give the relation and case of each pronoun supplied.

1. — am coming to see you to-morrow.
2. Please bring Lucy with —.
3. — shall have a very pleasant time with — games.
4. I am afraid that — mother will not let — come.
5. Neither — nor — sister is well and — have to be careful.
6. Have — — lessons for to-morrow?
7. No; but I can learn — at school.
8. He bought it for my mother and —.
9. I saw Robert and Paul at the post office, but I did not know it was — until — spoke.
10. It was either Mary or Kate who lost — way.
11. The cat caught — paw in the trap.
12. Was it — that found it?

13. Why should — boys be asked to go?
14. I am younger than — [is young].
15. He is older than —.
16. Few boys can do as well as —.
17. I believe it was (they, them).
18. Our teachers know better than (we, us).
19. If you were (I, me), should you go?
20. Every one was present except (he, him).
21. (He, him) that speaks first may have it.
22. (He, him) that does wrong will I reprove.
23. He asked my sister and (I, me, myself) if we would like to go.
24. It may have been (she, her) whom I saw.
25. If any one has found the book, (he, they) will please return it as soon as possible.
26. Will either of you please lend me (your, his) pencil?
27. The committee has made (its, their) report.
28. Every animal has a kind of language of (his, its) own.
29. Each of the ladies present offered (her, their) assistance.
30. Everybody does here what (he, they) (please, pleases).
31. Neither John nor his brother made (himself, themselves) rich.
32. Please buy brother and (I, me) a book to read.
33. The success of the plan depends upon John and (you, yourself).
34. My brother and (I, myself) have decided to go to the party.
35. My father treated Mary better than (I, me). [Show the meaning with either pronoun.]
36. Let each of us do (his, our, their) whole duty.
37. Whoever committed the offense should acknowledge that (he, they) did wrong.

III. Copy the following outline upon paper and insert the correct personal pronoun in each blank.

NOTE. After this outline has been made, the words may be compared with the declension given in App. XV.

		NOMINATIVE	POSSESSIVE	OBJECTIVE
<i>First Person</i>	{ Singular	—	—	—
	{ Plural	—	—	—
<i>Second Person</i>	{ Singular	—	—	—
	{ Plural	—	—	—
<i>Third Person</i>	{ Singular, Masc.	—	—	—
	{ Singular, Fem.	—	—	—
	{ Singular, Neut.	—	—	—
	{ Plural	—	—	—

IV. Construct sentences containing ten of the personal pronouns called for above and tell the relation and case of each.

99. Case of Relative Pronouns. Review carefully 69-80.

NOTE. For forms of relative pronouns used in different relations, see App. XV.

Name all the relative pronouns which you know, and use them in sentences.

Point out all the relative clauses and relative pronouns in the following sentences :

1. The boy who was ill has recovered.
2. The boys who were ill have recovered.
3. The man whose arm was broken is here.
4. The men whose arms were broken are here.
5. The pupil whom I selected may now go.
6. The pupils whom I selected may now go.
7. The pupil to whom I gave permission may leave the room.
8. She brought back the books which were borrowed.
9. She brought back the book which was borrowed.
10. She brought back the book which she borrowed.
11. He was the man that came in ahead.
12. He was the man that you introduced me to.
13. He was the man that you wanted to meet.
14. He knew who it was that I wanted to see.

What is the case of "who" in 1 and 2? Why? Notice that they have the same case and the same form. In what respect do they differ?

What is the relation and case of "whose" in 3 and 4?

"Whom" in 5, 6, and 7 is the object of what? In what case is it?

Like most of the personal pronouns and unlike nouns the relative pronoun "who" has a different form in the three relations, as subject, object, and possessive modifier. Its case is therefore known by its form as well as by its relation.

Can you show in the remaining sentences that "which" and "that" have the same form in the objective case as in the nominative?

Give the declension of "who," as indicated in the following outline:

	SINGULAR	PLURAL
<i>Nominative</i>	who	——
<i>Possessive</i>	——	——
<i>Objective</i>	——	——

"Which" and "that" are not declined; that is, they have the same form in both numbers of the nominative and objective cases and are wanting in the possessive.

Sometimes "whose" is used as the possessive of "that" and "which," as "Please bring me the pencils *whose* points need sharpening."

"Whose" is used in this sentence instead of "of which."

In what case is "whose," and to what does it refer in the sentence "I lent him a book whose title I have forgotten"? In what gender and number is "whose"? Why?

How may you change the sentence "It was pleasant walking among the trees whose leaves were of many colors," so as to avoid the word "whose"?

The compound relative pronouns (84) change their form to indicate case relations in the same way that simple relatives do, as shown in the following sentences :

1. Whoever did the work should be paid.
2. I will send it to whomever you designate.
3. I will send it to whoever needs it most.
4. Whosoever shall exalt himself shall be humbled.
5. And to whomsoever much is given, of him shall much be required.
6. Whosoever sins ye forgive, they are forgiven unto them.
7. I will do what you desire me to do.
8. He generally succeeds in whatever he undertakes.
9. Whatever happens, try to keep in good health.
10. Sell whatsoever thou hast, and give to the poor.

“Whoever” in 1 is equivalent to what two words?

What is the subject of “did” in 1? of “should be paid”?

In 2 and 3 point out the objective clauses used as the object of “to.”

The objective form of the pronoun is used in 2 because it is the object of “designate.” The nominative form of the same pronoun is used in 3 because it is the subject of “needs.”

What is the subject of “shall be humbled” in 4?

In what case is “whomsoever” in 5?

In what case is “whosoever” in 6? What does it limit?

To what two words is “what” in 7 equivalent?

What can you say of the form of “whatever” in 8 and 9?

“Whosoever” is the only possessive form of the compound relatives.

Decline “whoever,” “whosoever,” and “whatever.”

Summary. Name the simple relative pronouns. Which one changes its form in expressing the relations of subject, object, and possession ?

Name the relations in which the nominative form of "who" is used ; the objective form.

Name the compound relative pronouns.

Give the nominative and objective forms of "whoever" in both numbers and use each form in a sentence.

Use in sentences the compound relative "what" in the nominative and in the objective.

The case of relative pronouns, like that of personal pronouns (97), depends upon their relation in the sentence, the relation of subject and subjective complement being in the nominative case, the relation of object both of verb and of preposition being in the objective case, and the relation of possession being in the possessive case.

100. Case of Interrogative Pronouns. Name the interrogative pronouns. Give examples of their use.

Use the same words as adjectives in interrogative sentences.

Is the antecedent of an interrogative pronoun generally expressed ? How can you tell what it is ?

Point out the interrogative pronouns and give the case of each in the following sentences :

1. Who went with you ?
2. Whom did you see ?
3. Whose is it ?
4. What is the matter ?
5. What did he say ?
6. Which will you take ?
7. Which is yours ?
8. Who do you suppose went with me ?
9. Whom do you think I saw ?

10. Which of the two brothers is the older?

11. Which of the three books do you like best?

Which of the interrogatives do not change their form in the nominative and objective cases?

Which of them have no possessive form?

What is the subject of "do suppose" in 8?

Why is "who" in the nominative case in 8?

Why is "whom" objective in 9?

In what case is "which" in 10, and why?

In what case is "which" in 11, and why?

From the above examples we see that the relations and forms of interrogative pronouns are the same as those of relative pronouns (see 99, *Summary*).

101. Case of Demonstrative and Indefinite Pronouns.

1. *This* is a good apple.
2. I do not like *this* very well.
3. *Those* are the books you wanted.
4. I will send you *these* or *those*.
5. *Either* of them will suit me.
6. I do not wish *either* of them.
7. I shall not give it to *either* of you.
8. *One* of the chickens was killed.
9. He decided to kill *one* of the chickens.
10. It is but right to look out for *one's* property.

In what relation is each of the demonstrative and indefinite pronouns in the above sentences? In what case?

Show from the above examples and others that demonstrative and indefinite pronouns do not change their form in the two relations of subject and object.

Indefinite pronouns, except "one," "other," and "another," do not take the possessive form. Illustrate by examples. These pronouns are how declined? (See App. XV.)

Observe the construction (relations and case forms) of the pronouns in the following sentences :

1. He gave some of his workmen two dollars a day.
2. A few of the men received three dollars a day.
3. He spent some of his money for books.
4. Neither of the boys was present.
5. He gave each of us a book.
6. Each respected the other's rights.
7. Each respected the others' rights.
8. This victory was one of many which he had won.
9. They did not speak to each other.¹
10. They loved one another.¹

Point out the direct and indirect objects of "gave" in 1.

In what number is "some" in 1 and in 3?

How many boys are referred to in 4?

Explain the difference between 6 and 7.

102.

EXERCISES

I. Give the person, number, and gender of each pronoun, naming the antecedent if known. Give also the relation and case of each pronoun.

1. It was my teacher who told me.
2. I do not know whom they invited.
3. Who was it that bought the book?
4. Who did he say bought the horse?
5. With whom did you go?
6. For whom did you say you worked?
7. Have you finished reading the story which you began yesterday?
8. Did you enjoy the story which was read to you?

¹ Such expressions as "each other" and "one another" may be regarded as compound indefinite pronouns and be treated as single words. See App. I, 2.

9. You are stronger than he.
10. Nothing must come between you and me.
11. It was he whom we saw in the garden.
12. Was it you or he that first received the message?
13. Was it he of whom you spoke?
14. It is they who fought most bravely.
15. We praised them who won the victory.
16. Has he read the letters which the postman brought him?
17. That is the boy whose work received the highest prize.
18. The path by which we climbed up the mountain was steep and narrow.
19. They said it was he who saved the boy's life.
20. The man whom we met was an old soldier.
21. He and I were among those who went.
22. He is one of the best men that ever worked for us.
23. Neither of the men respected the other's opinions.
24. They helped each other in their work.
25. The children are fond of one another.
26. The work was done by him and me.

II. Supply in each blank the form of pronoun which you think is correct ("I," "me"; "we," "us"; "he," "him"; "she," "her") and give a reason for your choice.

MODEL: *It was Thomas and I whom you met.*

"I" is used in this sentence because the pronoun called for is the subjective complement, and therefore must have the nominative form.

1. It was Thomas and —— whom you met.
2. It was —— who helped me most.
3. What were you and —— studying?
4. They invited you and —— to the party.
5. Ask your mother if you may go with Mary and ——.
6. The book was intended for you and ——.
7. —— girls are going to play basket ball.
8. He said that you and —— might be excused from our lessons.

9. It is —— and not you who ought to bear the blame.
10. This change will make no difference to either —— or ——.
11. I would not go if I were ——.
12. He is stronger than —— or —— [is strong].
13. Was that —— who painted the picture?
14. No; I think it was ——.
15. Neither —— nor —— is able to go.
16. They will all go except —— and ——.

III. Insert in each blank the proper pronoun (" he," " her," " his "; " it," " its "; " they," " their," " them ") and give a reason for your choice.

1. Let each of the girls take —— own place.
2. Not one of the company had —— uniform on.
3. Either Charles or Henry will lend you —— pencil.
4. —— that are idle we reprove.
5. —— that are whole have no need of a physician.
6. You were more successful than ——.
7. Neither of them wore —— dress suit.
8. Everybody should have a house of —— own.
9. Anybody wishing to sell —— books will please say so.
10. If any one inquires about me, tell —— that I am well.
11. Each of the men took —— share.
12. Every one thought —— could do as —— pleased.
13. The committee separated as soon as —— had finished —— business.
14. The club had —— luncheon sent in to ——.
15. The jury rendered —— verdict very promptly.
16. We are stronger in athletics than ——.

IV. Supply in each blank the pronoun (" who," " whom," " whoever," " whomever ") and give a reason for your choice.

1. It is John —— you wish to see.
2. —— do you suppose I went with?
3. He asked me —— were going with me.

4. I found it was he —— they had helped.
5. I shall sell the land to —— offers me the most.
6. I will give the money to —— you may name.
7. —— do you think was the speaker?
8. We desire the companionship of those —— we love and respect.
9. She is a pupil —— I know is truthful.
10. He gave it to the man —— he thought was the owner.
11. —— do you believe he sold it to?
12. I did not know —— it was that gave the counterfeit bank note.
13. —— did they elect as president?
14. He went with those —— he thought he could assist.
15. He went with those —— he thought were companionable.

V. Supply the proper pronoun and give a reason for your choice.

1. Everybody must look out for (himself, themselves).
2. I would go to college if I were (she, her).
3. (Whoever, whomever) goes must obey the rules.
4. We supposed that it was Ralph and (I, me) (who, whom) it was intended for.
5. One of the boys was studying (his, their) lesson.
6. He offered a large sum of money to (whoever, whomever) would volunteer to go.
7. Our government received (whoever, whomever) they sent.
8. Such boys as (they, them) ought to be sent.
9. (We, us) they could not trust.
10. Will either of you girls lend me (her, their, your) pencil?
11. The School Board has already elected (its, their) chairman.
12. No one should follow that vocation unless (he, they) has good health.
13. Everybody seemed determined to enjoy (himself, themselves).
14. The committee could not agree when (it, they) came to vote.
15. Each pupil was asked to name (his, their) favorite author.

103.

EXERCISE

Analyze the following sentences and parse the nouns and pronouns.

NOTE. For model in the analysis of sentences, see 58.

MODEL: *They also serve who only stand and wait.*

1. "They," personal pronoun, third, plural, common; nominative case, subject of "serve."
2. "Who," relative pronoun, third, plural, common, agreeing with its antecedent "They"; nominative case, subject of "stand and wait."
 1. Himself from God he could not free.
 2. They also serve who only stand and wait.
 3. That seems to you a little, me it suffices.
 4. Earth with her thousand voices praises God.
 5. The angel showed the names of those whom love of God had blest.
 6. If we be honest with ourselves, we shall be honest with each other.
 7. Who overcomes by force hath overcome but half his foe.
 8. I could a tale unfold, whose lightest word would harrow up thy soul.
 9. If thou wouldst find much favor and peace with God and man, be very low in thine own eyes. Forgive thyself little and others much.
 10. Truth crushed to earth shall rise again, —
The eternal years of God are hers.
 11. I loved the brimming wave that swam
Through quiet meadows round the mill.
 12. Who gives himself with his alms feeds three, —
Himself, his hungry neighbor, and me.
 13. We see time's furrows on another's brow, . . .
How few themselves in that just mirror see!
 14. Ah, but a man's reach should exceed his grasp,
Or what's a Heaven for?

15. For modes of faith, let graceless zealots fight ;
His can't be wrong, whose life is in the right.
16. We sink or rise to the level of those with whom we
associate.
17. Heaven's gate is shut to him who comes alone ;
Save thou a soul, and it shall save thy own.
18. The world generally gives its admiration, not to the man
who does what nobody else even attempts to do, but to the man
who does best what multitudes do well.
19. Who steals my purse steals trash ; 't is something, nothing ;
'T was mine, 't is his, and has been slave to thousands ;
But he that filches from me my good name
Robs me of that which not enriches him
And makes me poor indeed.
20. One by one the sands are flowing ;
One by one the moments fall ;
Some are coming, some are going, —
Do not strive to grasp them all.
21. Breathes there the man with soul so dead
Who never to himself hath said,
This is my own, my native land !
Whose heart hath ne'er within him burned
As home his footsteps he hath turned
From wandering on a foreign strand ?
22. I live for those who love me,
Whose hearts are kind and true,
For the heaven that smiles above me,
And awaits my spirit, too ;
For all human ties that bind me,
For the task by God assigned me,
For the bright hopes left behind me,
And the good that I can do.

CHAPTER VIII

ADJECTIVES

104. Kinds of Adjectives. Tell what you have learned about adjectives (21).

Use ten adjectives in sentences and name the nouns to which they belong.

1. That apple is green.
2. Those red roses are fragrant.
3. Some days were clear and cold.
4. There are three acres in this lot.
5. Many children like to read good books.

(1) Point out six adjectives in the above sentences which are used to describe an object or to express some quality of it. These are called **Descriptive Adjectives**.

A descriptive adjective is an adjective which describes what is mentioned.

(2) Point out six adjectives in the above sentences which merely limit or extend the meaning of a noun without expressing quality. These are called **Limiting Adjectives**.

A limiting adjective is an adjective which limits or extends the meaning of a noun or pronoun without expressing quality.

Point out the descriptive and limiting adjectives in the following sentences, and tell what words they limit :

1. Those large sorrel horses are very valuable.
2. Across the blue sky drifted the fleecy white clouds.

3. The heavy waves tossed the frail little boat against the rocks.
4. The cheerful worker makes light the most irksome tasks.
5. Many tall straight firs are useful for masts.
6. Several books were carefully wrapped in thick, tough paper.
7. To that remote village came faint rumors of war.
8. On one side of the house is a wilderness of large stately elms and sturdy oaks.
9. We brought from Alaska several Indian relics.
10. There are in our back yard three English elms.

(3) Descriptive adjectives derived from proper nouns are sometimes called **Proper Adjectives**, as "Indian" and "English" in 9 and 10.

(4) Descriptive adjectives are frequently used as nouns, for example,

He was kind to the *poor*.

The *blind* and *deaf* should be cared for.

Point out the adjectives used as nouns in the following sentences :

1. Blessed are the merciful.
2. How are the mighty fallen.
3. The strong should aid the weak.
4. None but the brave deserve the fair.
5. The righteous shall inherit the land.
6. The Lord will destroy the house of the proud.
7. Toll for the brave, the brave that are no more.

In what case is the second "brave" in 7?

(5) Limiting adjectives may be classified variously according to their use, as

(a) *Pronominal adjectives* — adjectives sometimes used as pronouns, as

That book is yours.

Each boy must remain.

(b) *Numeral adjectives* — words used to denote number, as

There are *three* apples left.

He sits in the *second* seat.

(c) *Articles* — “a,” “an,” and “the.”

105. Pronominal Adjectives. In the sentence “That apple is ripe,” the word “that” is a limiting adjective. Why? Because it is sometimes used as a pronoun, it is called a *pronominal adjective*.

A pronominal adjective is a limiting adjective, which is sometimes used as a pronoun.

Pick out the pronominal adjectives in the following sentences :

1. This hat is too small.
2. The farmer owns several horses.
3. Each book was put in its place.
4. All boys do not like to work.
5. Which book do you like best?
6. He has a few cents in his pocket.
7. Either pencil is good enough.
8. I will call at another time.
9. Have you any good apples to sell?
10. I have several other calls to make.

The most frequently used pronominal adjectives are

all	either	many	several	those
another	few	much	such	what
any	former	neither	that	which
each	latter	other	this	whose

Use these adjectives in sentences and point out the noun to which each adjective belongs. Show by examples the difference in use between pronominal adjectives and the same words used as pronouns.

106. Numeral Adjectives. Numeral adjectives or numerals are of two kinds, called *cardinals* and *ordinals*.

The cardinals are numerals used in counting, as "one," "two," "one hundred," etc. The ordinals are numerals which show the place or *order* of anything in a series, as "first," "second," "fiftieth," etc. The ordinals, except "first" and "second," also designate fractional parts, as "third," "hundredth," "thousandth" (part).

107. Articles. 1. "The" is called the *definite article*; "a" or "an" is called the *indefinite article*. Can you give a reason for the use of the terms "definite" and "indefinite"?

2. Use the articles "a" and "an" before nouns beginning with both vowel and consonant sounds,¹ and make a rule governing their use. Explain why the use of "a" and "an" in such expressions as "a union" and "an honest man" is not an exception to the rule.

3. Good usage seems to sanction the use of "an" before words beginning with a pronounced *h* and not accented on the first syllable as "an historical novel," "an heroic deed." This is an exception to the rule; but the use of "a" in such cases is allowed, as "a hotel," "a Hebraic sign."

4. When two or more objects are referred to separately, the article should be used before each object. But if they are referred to as one object, the article is used before the first name only. Thus the expression "the secretary and treasurer" is allowable when only one person is meant. If two

¹ Vowel sounds are represented by the letters *a, e, i, o, u*, and sometimes *w* and *y*. All other letters are called consonants. The letters *w* and *y* are consonants when used at the beginning of a syllable or before a vowel in the same syllable, as "wind," "yesterday," "unwise." At the end of a word or syllable they are vowels, as "boy," "coward."

persons hold the offices the article "the" should precede each noun, as "the secretary and the treasurer."

5. Peculiar uses of the article should be noted in such sentences as the following :

a. "He has *a* little money." Compare this sentence with "He has little money."

b. "It was sold for ten cents *a* pound," in which "a" is a weakened form of "one" used in the sense of "each one."

c. "He is gone *a* fishing," in which "a" is a remnant of an old preposition meaning *on*.

d. "*The* more he saw him *the* less he liked him," in which "the" is not an adjective but an adverb.

108. Compound Adjectives. Words of various parts of speech are sometimes joined together to form an adjective, as "lily-white," "well-bred," "far-reaching," "eagle-eyed," "tender-hearted," "three-cornered." These are called **Compound Adjectives**.

Construct ten sentences, using compound adjectives.

109. Singular and Plural Forms of Adjectives. A few adjectives change their form according as the nouns they limit are singular or plural. Thus we say, "*this* book" and "*these* books"; "*that* boy" and "*those* boys."

The cardinals (106) except "one" are always plural when used to limit nouns, and the nouns they limit should be plural; thus we say, "two feet," and not "two foot"; "five pounds," and not "five pound." But as part of a compound adjective the limited noun may be in the singular, as "two-foot rule" and "five-pound note." What kind of adjectives are "two-foot" and "five-pound"?

Note the hyphen in the compound adjectives and in numerals like "forty-eight" and "twenty-first."

From each of the following parentheses select the word which should be used :

1. I do not like (that, those) kind of stories.
2. (This, these) sort of men will never succeed.
3. How do these (kind, kinds) of shoes suit you?
4. It is difficult to sell (this, these) style of hats.

110. Comparison of Adjectives. Many adjectives change their form according to their use in comparison.

Observe the use of the descriptive adjectives in the following sentences :

William is a *tall* boy.

John is the *taller* boy of the two.

James is the *tallest* boy of all.

The three forms of the adjective limiting "boy" in these sentences show the **Degrees of Comparison**, "tall" being of the **Positive Degree**, "taller" of the **Comparative Degree**, and "tallest" of the **Superlative Degree**.

1. The positive degree of the adjective is its simple form, and is used when the quality of an object is expressed without any relation to other objects.

2. The comparative degree is used in the comparison of two objects.

3. The superlative degree is generally used in the comparison of more than two objects.

In what degree is each descriptive adjective in the following sentences ?

1. She is a handsome woman.
2. She is handsomer than her sister.
3. She is the handsomest woman present.
4. Mr. Brown is prosperous.

5. Mr. Brown is $\left\{ \begin{array}{l} \text{more} \\ \text{less} \end{array} \right\}$ prosperous than Mr. Smith.
6. The $\left\{ \begin{array}{l} \text{most} \\ \text{least} \end{array} \right\}$ prosperous of the three men is Mr. Jones
7. John is a good workman, but his brother James is a better workman than he.
8. George is the best workman of them all.
9. The weather was bad yesterday, but it is worse to-day.
10. We are having the worst weather of the season.

4. From the above examples we see that the comparative and superlative degrees of adjectives are formed in three ways, namely :

a. By the addition of "r" or "er" and "st" or "est" to the positive, as

POSITIVE	COMPARATIVE	SUPERLATIVE
tall	taller	tallest
handsome	handsomer	handsomest

b. By prefixing the adverbs "more" and "most," or "less" and "least," to the positive, as

POSITIVE	COMPARATIVE	SUPERLATIVE
prosperous	$\left\{ \begin{array}{l} \text{more prosperous} \\ \text{less prosperous} \end{array} \right\}$	$\left\{ \begin{array}{l} \text{most prosperous} \\ \text{least prosperous} \end{array} \right\}$

c. By the use of different words, as

POSITIVE	COMPARATIVE	SUPERLATIVE
bad	worse	worst
good	better	best

Use in sentences the positive, comparative, and superlative degrees of each of the following adjectives :

bright	young	earnest	beautiful
rich	large.	honest	virtuous
noble	happy	cheerful	gorgeous

5. The following adjectives are irregularly compared :

POS.	COMPAR.	SUPERL.	POS.	COMPAR.	SUPERL.
bad	worse	worst	little	less	least
evil	worse	worst	many	more	most
far	farther	farthest	much	more	most
fore	former	{ foremost first	near	nearer	{ nearest next
good	better	best	old	{ older elder	oldest eldest
ill	worse	worst	well	better	best
late	{ later latter	latest last			

6. Some adjectives used in the comparative and superlative degree have no form for the positive, as

COMPARATIVE	SUPERLATIVE
inner	{ inmost innermost
outer	{ outmost outermost
upper	{ upmost uppermost

7. A few adjectives, like "able," "common," and "fit," are compared by either of the first two methods of comparison named above, as

POSITIVE	COMPARATIVE	SUPERLATIVE
able	{ abler more able	ablest most able
common	{ commoner more common	commonest most common

Euphony and good taste will determine largely which form of comparison should be used.

8. Care should be taken in the use of comparatives in such sentences as "He is taller *than any other pupil* in the room," not "than any pupil." Why is not the latter expression correct?

The following comparatives and superlatives should be carefully used :

- less (quantity), fewer (number)
- older and oldest (persons and things)
- elder and eldest (person only)
- latest (time), last (after all others in a series)

9. All of the limiting adjectives, except a few pronominals like "many" and "few," are incapable of comparison. The meaning of some qualifying adjectives makes comparison impossible. Among these are "perfect," "square," "supreme," "perpendicular," "dead," "eternal," and "infallible."

111.

EXERCISES

I. Point out the adjectives in the following sentences. Tell in what degree of comparison each descriptive adjective is and what its limits.

1. This book is larger than that.
2. This book is the largest of them all.
3. Asia is larger than any other continent.
4. Asia is the largest of all the continents.
5. He is more successful than any other merchant in the city.
6. Rhode Island is the smallest state in the Union.
7. Nevada is less populous than any other state.
8. The size of Massachusetts is less than that of New Hampshire, but the number of inhabitants is greater in Massachusetts than in New Hampshire.
9. That is the oldest house in town.
10. He is the eldest of six children.

11. She is worse than she was.
12. The earth is farther from the sun than Venus.

II. Make sentences, using all degrees of the following adjectives :

many	bad	well	much	thoughtful
late	old	little	evil	busy

III. Construct sentences, making comparisons as shown in 3 and 4 of the preceding sentences.

EXAMPLE : Shakespeare was a greater poet than Pope.
 Shakespeare was the greatest poet of England.

1. Shakespeare as a poet in comparison with others.
2. The Mississippi River and other rivers.
3. The city of London and other cities in the world.
4. February and the other months of the year.
5. The twenty-first day of June and the other days of the year.

112. Predicate Adjectives. The use of adjectives as subjective complements should be thoroughly understood so that the difference in relation and form between adjectives and adverbs may be clearly distinguished. Review carefully 45.

1. The adjective as attribute or complement is used with what verbs to form the simple predicate? (See 45, 3.)

Point out the predicate adjectives in the following sentences and tell to what they belong :

1. The battle was very severe.
2. The result for some time was doubtful.
3. Do you feel cold this morning?
4. The flowers look very beautiful.
5. He became almost blind.
6. I thought that he looked well (in good health).
7. The apples that they gave us tasted sour.

8. They rang the bell and it sounded loud.
9. The weather grew cold and he became ill.
10. The lecture which he gave proved most instructive.
11. He lay very quiet upon the ground.
12. The boy appeared bright and ready for work.
13. She stood there calm and quiet.
14. We arrived from our journey safe and sound.
15. He remained silent through the interview.
16. The man's face grew sad as he heard his son's story.
17. This orange seems ripe.
18. At any rate it tastes good.

2. In determining whether an adjective or adverb should be used after a verb, the question in mind should be whether the attribute of an object or the manner of an action is desired to be expressed. For example, in the sentence "The flower smells sweet," "sweetly" is not used, because the quality of the flower is to be expressed and not the manner of smelling. In the same way explain the use of the adjective in each of the following sentences and tell in each instance what adverb might be wrongly used :

1. We arrived safe.
2. She looks pretty.
3. The bells sound harsh.
4. The judge looked very stern.
5. The cloth feels quite smooth.
6. He lay quiet for a long time.
7. While he talked his eyes grew very bright.
8. They remained silent while they watched the sunset.
9. The mountains looked very grand as we approached them.
10. The place looks different from what it did five years ago.

Further suggestions and practice in the use of adjectives and adverbs are given in **142-143**.

113.

EXERCISES

I. In each blank use one of the indicated adjectives (this, that, these, those) and give a reason for your choice.

1. It is easy to manage — kind of men.
2. — class of words is very common.
3. I am much interested in — sort of insects.
4. Questions of — sort are quite difficult.
5. — sort of thing you should abhor.
6. Will you please pass me — scissors?
7. — news is quite exciting.
8. — ashes you ought to save.
9. — assortment of garden implements is very fine.
10. — tongs that you see are made of iron.
11. — spectacles are yours.
12. — deer are larger than —.
13. — radii are of equal length.
14. For how much did you sell — oats?
15. I will give you — memoranda.

II. Use one or the other word or group of words in parenthesis and give the reason for your choice.

1. How (sweet, sweetly) that rose smells!
2. This piece of cloth feels very (smooth, smoothly).
3. The governor's wife looked (beautiful, beautifully).
4. Please boil my eggs (soft, softly).
5. I arrived home (safe, safely).
6. The boy you sent me appeared (honest, honestly).
7. This boy was the (older, oldest) of the two.
8. Of the two generals, Sherman and Devens, the (first, former) is the (more, most) celebrated.
9. Of the three places, New Orleans, Chicago, and St. Louis, the (latter, last) is the (farther, farthest) west.
10. Washington is more beautiful than (any other city, all cities) in the country.

11. Of two evils choose the (less, least).
12. Which of the three cities do you think the (larger, largest)?
13. This horse is the largest (of any horse, of any other, of all horses) in the country.
14. I like this book the best (of all, of any other) that I have read.
15. This book (of all books, of all others) is the one that I like best.

III. Give the comparative and superlative of such of the following adjectives as can be compared :

dry	unfortunate	happy	able	well
several	square	brilliant	long	far
near	wooden	infirm	glad	shy
few	unusual	circular	round	much

114.**EXERCISE**

Analyze the following selections and parse the nouns, pronouns, and adjectives.

NOTE. To parse an adjective, tell merely its kind, or class, and the noun or pronoun to which it belongs; for example, "tall" is a qualifying adjective and limits "oaks."

For model in analysis, see **58**.

For models in parsing nouns and pronouns, see **79** and **103**.

1. Honest labor bears a lovely face.
2. There shall never be one lost good.
3. 'T is impious in a good man to be sad.
4. A little learning is a dangerous thing.
5. The gentle rain refreshed the thirsty flowers.
6. An honest man is the noblest work of God.
7. How mighty, how majestic are thy works.
8. Let us be silent, so we may hear the whisper of the gods.
9. A well-bred man is quiet in dress, kind to the aged, helpful to the weak, and respectful to everybody.
10. A man he was to all the country dear,
And passing rich with forty pounds a year.

11. Beneath her torn hat glowed the wealth
Of simple beauty and rustic health.
12. With a slow and noiseless footstep
Comes that messenger divine.
13. Ring in the valiant man and free,
The larger heart, the kindlier hand.
14. Beneath those rugged elms, that yew-tree's shade, . . .
The rude forefathers of the hamlet sleep.
15. The gorgeous East with richest hand
Showers on her kings barbaric pearl and gold.
16. Be good, sweet maid, and let who will be clever ;
Do noble deeds, not dream them, all day long.
17. Thou hadst a voice whose sound was like the sea,
Pure as the naked heavens, majestic, free.
18. It never troubles the sun that some of his rays fall wide
and vain into ungrateful space, and only a small part on the reflect-
ing planet.
19. Full many a gem of purest ray serene
The dark, unfathom'd caves of ocean bear.
20. Two voices are there ; one is of the sea,
One of the mountains, — each a mighty voice.
21. His hair is crisp, and black, and long,
His face is like the tan.
22. Somewhat apart from the village, and nearer the Basin of
Minas,
Benedict Bellefontaine, the wealthiest farmer of Grand-Pré,
Dwelt on his goodly acres.
23. The sun upon the lake is low,
The wild birds hush their song,
The hills have evening's deepest glow,
Yet Leonard tarries long.
24. When friendships are real, they are not glass threads and
frostwork, but the solidest things we know.
25. Broad-browed he was, hook-nosed with wide grey eyes
No longer eager for the coming prize.

CHAPTER IX

VERBS AND VERBALS

115. Transitive and Intransitive Verbs.

What do verbs (23) express ?

Give examples in sentences.

Give a sentence which has for its simple predicate a verb of one word ; of two words. Give a sentence whose simple predicate consists of a verb and an adjective ; of a verb and a noun.

1. You have seen (42) that some verbs require an object to complete their meaning, as in the sentences

I found a book.

John struck William.

Here the verbs " found " and " struck " express action, and require the objects " book " and " William," showing to what the action is directed. All such verbs are called **Transitive**¹ Verbs.

A transitive verb is a verb expressing an action which is received by some person or thing.

It should be understood that the word " action " as used in this definition means action of the mind as well as action of the body, and that the thing acted upon may be expressed by a word, phrase, or clause.

¹ The name " transitive " comes from a Latin word meaning *to pass over*. That is, the action of the verb is supposed to pass over from the doer of the action to the person or thing acted upon.

Show that the verb in each of the following sentences is transitive, and point out the word or words used as the object :

1. Columbus discovered America.
2. We have a fine school building.
3. I have broken my knife.
4. She owned a fine bicycle.
5. He wanted to buy an automobile.
6. I wish that my friend were here.

Make sentences, using the following transitive verbs :

gave
enjoyed

have painted
will write

has found
shall buy

2. The verb in the sentence " I walk " expresses action, and the sense seems complete without any other word. The same may be said of the verbs in the sentences " He runs " and " He stands." In these verbs the action expressed does not pass over to any object, but begins and ends with the doer denoted by the subject. Such verbs are called **Intransitive Verbs**. All verbs that express simply being or state are also intransitive, as in the sentences " He *is* the man " and " The fire *burns*."

An intransitive verb is a verb which expresses action not received by any person or thing, or which expresses being or state.

In the following sentences point out the intransitive verbs and tell why they are intransitive :

The farmer worked very hard.

The Indians were at first friendly.

The children awoke early in the morning.

Do the children read and write well?

3. A verb transitive in one sentence may be intransitive in another, as

The boy draws a picture (transitive).
 The boy draws very well (intransitive).
 He wrote a good story (transitive).
 He wrote for three hours (intransitive).

Make sentences, using the following verbs transitively and intransitively :

boils	blow	broke	study
burns	sing	fear	tasted
speak	believes	waved	flies

116.**EXERCISES**

I. Point out the transitive and intransitive verbs in the following sentences :

1. The lady sang well.
2. She sang a well-known song.
3. He walked to the village every morning.
4. He always walked his horse in going uphill.
5. John Adams was the second President.
6. Grover Cleveland became President in 1885.
7. The United States acquired territory from Mexico in 1848.
8. Columbus made four voyages of exploration.
9. On his fourth voyage he explored the coast of Honduras.
10. The Pilgrims settled in Plymouth in 1620.
11. I will try to do the work satisfactorily.
12. Did you find the knife which you lost ?

II. Find five transitive and five intransitive verbs in your reading book and show why each verb is transitive or intransitive.

III. Construct ten sentences and point out in them the transitive and intransitive verbs.

117. Tense. 1. *Definition.* From the form of most verbs you can easily tell the time of an action or state, as in the following sentences :

1. The farmer *sows* oats.
2. He *sowed* oats last week.
3. He *will sow* oats to-morrow.
4. The child *sleeps* soundly.
5. He *slept* soundly.
6. He *will sleep* soundly.

In which of these verbs is the action or state present? In which of them is the action or state past? In which of them is the action or state future?

Tenses are forms of verbs which show the time of an action or state.

2. *Present, Past, and Future Tenses.* In the sentence "I hear a sound," "hear" is in the *present tense* because it denotes present time.

In the sentence "I heard the lecture," "heard" is in the *past tense* because it denotes past time.

In the sentence "I shall hear the lecture," "shall hear" is in the *future tense* because it denotes future time.

In what tense — present, past, or future — is each of the verbs in the following sentences :

1. He told me the story.
2. I shall see him to-morrow.
3. The lady sings very well.
4. He returned home yesterday.
5. The pupils sat quietly in their seats.

6. He speaks quite distinctly.
7. Will you speak more distinctly?
8. The boys fell down.
9. Did you go last week?
10. She will teach next term.
11. It costs a dollar.
12. Will you keep it for me?
13. I hope you will meet your friend.
14. They found a clear, cool spring.
15. He writes stories for the magazines.
16. They sit around the camp fire.
17. They filled their pails with blueberries.

Change the tense of each of the verbs in the above sentences and use the changed form in a sentence, as (2) "I saw him yesterday."

3. *Perfect Tenses.* If you wish to tell some one that you have just finished writing your composition, you say, "I *have written* my composition." If you wish to give the idea that you had finished writing the composition at some time in the past, you say, "I *had written* my composition before I left home." If you think that you will finish the composition at some time in the future, you say, "I *shall have written* my composition by four o'clock this afternoon."

These verbs "have written," "had written," and "shall have written" express the idea of an action completed or perfect in present, past, or future time, and are therefore said to be in **Perfect Tenses**.

4. *Present Perfect Tense.*

They studied their lessons.

They have studied their lessons.

Which of the above verbs shows that the act of studying has just been completed?

You say, "Henry ran a mile yesterday." How would you use the verb to express the fact that he has just completed the running to-day?

Construct sentences, using the verbs "played" and "has played," and explain the difference of meaning between them.

The verbs "have studied," "has run," and "has played" represent actions completed in the present, and are therefore said to be in the *present perfect tense*.

A verb is in the present perfect tense when it denotes an action or state completed at the time of speaking.

Write sentences, using the following verbs in the present, past, and present perfect tenses :

walk speak tell make receive

5. *Past Perfect Tense*. A newsboy might say, "I have sold twenty papers to-day," meaning that he had sold up to the time of speaking twenty papers. If he wanted to express the thought that he had sold a larger number at that time the day before, he might say, "At this time yesterday I *had sold* twenty-five papers." "Had sold" in this sentence is in the *past perfect tense* because it denotes an action completed at some point in past time.

If you say, "I had posted the letter before the mail closed," what does the verb "had posted" mean? In what tense is it?

A verb is in the past perfect tense when it denotes an action or state completed at some point in past time.

Use the following verbs in the past perfect tense and explain their meaning :

run buy finish give take

6. *Future Perfect Tense.* A farmer might say, "I have planted half of the field to-day ; before four o'clock to-morrow afternoon I *shall have planted* the whole field." He means that before some point in future time a certain piece of work will be completed. If you began to work at seven o'clock, you might say at nine o'clock, "I have worked two hours ; at twelve o'clock I *shall have worked* five hours." "Shall have planted" and "shall have worked" in these sentences are in the *future perfect tense* because they denote action that will be completed at some point in future time.

A verb is in the future perfect tense when it denotes an action or state that will be completed at some time in the future.

Use the following verbs in sentences and explain their meaning as to the completion of an action :

shall have sold

will have walked

will have picked

shall have gone

118.

EXERCISES

I. In what tense is each of the verbs in the following sentences :

1. The pupils study diligently.
2. We have studied our lessons.
3. He will arrive at ten o'clock.
4. He will have walked twenty miles before ten o'clock.
5. We found that the thief had stolen all the silver.
6. Shall you go to the lecture this evening ?
7. Has he finished the work ?
8. I have been to the theater.
9. I was there last week.
10. How many times have you been to Europe ?
11. I shall go next year, and then I shall have been there four times.

12. How many letters had he written before the mail closed?
13. Whose book have you?
14. I have my brother's book.
15. How many credits have you had?
16. I have had five credits.

II. Rewrite each of the above sentences so that the verb will be in a different tense from the tense here given, as (I)
The pupils studied diligently.

III. Give in sentences two examples of each kind of tense that you have studied.

119. Auxiliary Verbs. Point out the verb phrases (23) in the following sentences :

I do love the country.
They might go if they desired.
He has written a long letter.

Each of these verb phrases has two parts, a principal verb and another verb which is used merely to help the principal verb express its full meaning. These helping words are "do," "might," and "has," and are called **Auxiliary Verbs** or **Auxiliaries**. The words in italics in the following sentences are auxiliary verbs. Point out the verb phrases.

1. I *am* going away next week.
2. He *was* walking slowly.
3. How it *does* rain!
4. *Do* you go to-morrow?
5. *Did* he arrive yesterday?
6. I *have* seen him to-day.
7. He *can* study if he tries.
8. I *shall* work all day.
9. You *should* not be absent.
10. He *may* not come in time.
11. *Must* I remain after school?

A few verbs used as auxiliaries in verb phrases are often used alone to form the predicate, and they are sometimes used as principal verbs in verb phrases. Observe and explain the use of the italicized words in the following sentences:

1. He *did* his work well.
2. He *did* not come until it was too late.
3. I *have* the book.
4. I *have* had it a long time.
5. He will *do* the work.
6. *Do* you think it *will* rain?
7. They may *do* as they *will*.

120. Mode.

1. The carriage *was* ready.
2. If the carriage *is* ready, we will go.
3. I wish that the carriage *were* ready now.
4. I doubted if the carriage *would be* ready in time.
5. If the carriage *were* ready now, we would go.
6. *Be* ready with the carriage at ten o'clock.
7. Please have the carriage ready.

In the above sentences there are in general three ways or modes of assertion by the verb. There are (*a*) assertions of facts either regarded as real or assumed to be real by the speaker, as in 1 and 2; (*b*) assertions not of facts but of mere conceptions or suppositions in the mind of the speaker, as in 3, 4, and 5; and (*c*) assertions of command or entreaty, as in 6 and 7.

The way or manner in which the verb asserts what is in the mind of the speaker is called **Mode**.

Mode is the manner in which verbs assert action, state, or being.

121. Indicative Mode.

1. The sun has shone all day.
2. He built his house of brick.
3. If he is present, he may come forward.
4. Although he believes it, he will not say so.
5. Have you ever been to Europe?

Four of the verbs in the first four sentences are assertions of actual facts. They are "has shone" in 1, "built" in 2, "may come" in 3, and "will say" in 4. The other two verbs in these sentences — "is" in 3 and "believes" in 4 — are assertions that are supposed to be true. The verb "have been" in 5 is used in asking a question. All these verbs are in the **Indicative Mode**.

A verb used to assert a fact either real or assumed, or to ask a question, is said to be in the indicative mode.

The following sentences have verbs in the indicative mode. Point out those verbs which express an actual fact, those which express a supposition likely to be true, and those used in asking questions.

1. Have you been to the circus?
2. No; but I have seen the procession go by.
3. Even though it is pleasant, I cannot go.
4. Who would think that a boy of his age could do so well?
5. I asked him if it was not true.
6. You may go if you have time.
7. He knows English well, if he is a foreigner.
8. If he comes, I shall meet him.
9. He hoped that he could go too.
10. You must wake and call me early.
11. Shall you go into the country soon?

122. Subjunctive Mode.

1. O that I *could* go home !
2. I fear that he *may be* late.
3. If I *were* you, I would not take it.

(1) "Could go" in 1, "may be" in 2, and "were" in 3 all express a supposition or something merely thought of. The first of these verbs expresses a wish or desire, the second uncertainty, and the third what is untrue. All such verbs are said to be in the **Subjunctive Mode**.

The chief difference between the subjunctive mode and the indicative mode lies in the idea of reality. The indicative mode expresses the action or state as a fact, the subjunctive as something doubtful or untrue.

A verb is in the subjunctive mode when it is used to express a conception or supposition as desirable, doubtful, or untrue.

(2) Before considering further the uses of the subjunctive mode, it will be found helpful to compare its forms with the forms of the indicative. The conjugation of the verbs in full is given in App. XVII, where it will be seen that in some tenses the forms of verbs in the indicative and in the subjunctive are the same. It will be necessary to compare those forms only in which differences appear.

THE VERB "BE"

SINGULAR

	1ST PERS.	2D PERS.	3D PERS.
<i>Present Indicative</i> :	I am,	Thou art,	He ¹ is
<i>Present Subjunctive</i> :	(If) I be,	(If) thou be,	(If) he be
<i>Past Indicative</i> :	I was,	Thou wast,	He was
<i>Past Subjunctive</i> :	(If) I were,	(If) thou wert,	(If) he were

¹ Instead of "he" as the subject of this sentence, "she" or "it" may be used, or any noun in the singular.

PLURAL

	1ST PERS.	2D PERS.	3D PERS.
<i>Present Indicative</i> :	We are,	You are,	They are
<i>Present Subjunctive</i> :	(If) we be,	(If) you be,	(If) they be

THE VERB "HAVE"

<i>Present Indicative</i> :	Thou hast.	He ¹ has
<i>Present Subjunctive</i> :	(If) thou have,	(If) he ¹ have

THE VERB "LOVE"

<i>Present Indicative</i> :	Thou lovest,	He loves
<i>Present Subjunctive</i> :	(If) thou love,	(If) he love
<i>Past Indicative</i> :	Thou lovedst	
<i>Past Subjunctive</i> :	(If) thou loved	

Observe that the forms of verbs are simpler and less variable in the subjunctive than in the indicative. These differences appear particularly in the verb "be," as shown in the following examples :

If I *were* you, I would not go.
 Would that he *were* here.

The forms of the present tense of "have" are simply prefixed to other words to form the present perfect tense, as "have been," "have walked," etc. These forms will be shown more fully later.

(3) The chief difference in the modal forms of other verbs is in the third person singular of the present tense, as seen in the following sentences :

If any man *eat* of this bread, he shall live forever.
 If thy right hand *offend* thee, cut it off.

¹ See footnote on page 154.

If I will that he *tarry* till I come, what is that to thee?
Some heavenly power *guide* us hence.

What is the indicative form of each of the above verbs?

(4) The auxiliaries "may," "might," "would," "should," and "had" are sometimes used in the subjunctive mode, as

May thy kingdom *come*.

I hoped that he *might join* us.

If he *had been* here, he *might have* helped us.

It *would be* better to wait awhile.

Show why the verbs in the above sentences are in the subjunctive mode.

If the auxiliaries named above are used in statements of fact, they are in the indicative mode, as

The horse would not go.

You may be excused now.

You should leave at once.

123. The Imperative Mode. In the sentence "Shut the door," there is expressed a command, and in the sentences "Please pass me the book" and "Go thou and do likewise," entreaties are expressed. The verbs in all such sentences are said to be in the **Imperative Mode**.

A verb is in the imperative mode when it expresses a command or entreaty.

A verb in the imperative mode is always addressed to some one, but the subject is not generally expressed. In the first two of the above sentences the subject "thou" or "you" is understood. In the third sentence the subject "thou" is expressed.

124.

EXERCISES

I. Tell the mode and tense of each verb in the following sentences and give the reason for its use as indicative, subjunctive, or imperative mode :

1. If I were in his place, I would not be a candidate.
2. I cannot help criticising him, if I am his brother.
3. I wish I were rich that I might help these poor people.
4. Please send me the goods that I ordered.
5. If he had been present at the meeting, he would have spoken.
6. If he is honest and faithful, he will succeed.
7. Though he were perfect, he could not do this work better than he has [done it].
8. May you live long and prosper.
9. Even if it were pleasant to-day, I would not go to the fair.
10. If you were worth a million dollars, what would you do with it?
11. O that I had the wings of a dove !
12. If thine enemy hunger, feed him ; if he thirst, give him to drink.
13. If he remains two weeks longer, he will have been here a year.
14. Where do you think you will spend your next vacation ?
15. If wishes were horses, beggars might ride.
16. Will you please open the door ?
17. Keep quiet while I am busy writing.

II. Give the mode and tense of each verb and explain the use of the subjunctive in the following sentences :

1. Thy kingdom come.
2. I tremble lest he be discovered.
3. Though he slay me, yet will I trust in him.
4. Whether it be beast or man, it shall not live.
5. If it were so, it was a grievous fault.
6. I wish 't were in my power to favor you.

7. What good should follow this if this were done?
8. Ah! what would the world be to us
If the children were no more?
9. I am the best of them that speak this language
Were I but where 't is spoken.
10. Some heavenly power guide us
Out of this fearful country.
11. The Lord make His face to shine upon thee, and be
gracious unto thee.
12. The master of the house shall be brought unto the judges,
to see whether he have put his hand unto his neighbor's goods.
13. If I were the Conservative Party of England, I would not
for a hundred thousand pounds an hour allow those Corn Laws
to continue.

III. Tell the difference in meaning between the italicized forms as used in the following sentences :

EXAMPLE: If he *is* able (fact), he *will* give assistance (fact).

If he *were* able (supposition), he *would* give assistance
(supposition).

1. If he (*is, were*) able, he (*will, would*) give assistance.
2. If he (*understands, understood*) the situation, he (*will, would*)
withdraw.
3. Though he (*is, were*) my own brother, I (*shall, should*) tell the
truth about him.
4. If the book (*is, were*) here, I (*will, would*) send it to you.
5. If it (*is, were*) worth while, we (*can, could*) have a special
train.
6. If he (*falls, had fallen*) into the river, he (*will be, would
have*) drowned.
7. Even if it (*be, is*) proved against him, yet I will trust him.
8. If he (*go, goes*), I shall remain at home.

IV. (1) Construct ten sentences, using indicative verbs in
dependent clauses.

(2) Construct ten sentences, using subjunctive verbs in dependent clauses.

EXAMPLES: (1) I shall go when the train *arrives*.

(2) Even if he *were* here, I could not see him.

V. Construct sentences, using the verb "strike" in all the modes and tenses.

125. Voice. Point out the predicate in each of the following sentences :

1. William made the sled.
2. The sled was made by William.

The verbs of these sentences are transitive (115) because the action expressed "passes over" from the doer of the action to the receiver.¹ These verbs are said to have **Voice** because their form indicates whether the subject names the doer or the receiver of an action. In 1 the subject of the transitive verb "made" names the doer of the action. In 2 the subject of the transitive verb "was made" names the receiver of the action.

A transitive verb whose subject names the doer of an action is in the active voice.

A transitive verb whose subject names the receiver of an action is in the passive voice.

Tell whether the verbs in the following sentences are in the active or the passive voice, and why :

1. John writes a letter.
2. Mary wrote a letter.
3. Please recite the poem.
4. The poem was written by Tennyson.
5. I shall read the book to-morrow.

¹ At this point pupils should see clearly that the action expressed by a transitive verb sometimes "passes over" from the subject and sometimes to the subject. Use many examples to show this.

6. The farmer harvested all his crops.
7. The crops will be harvested very soon.
8. The city was very nearly destroyed by fire.
9. I hope that we shall catch many fishes.
10. He might have done the work more thoroughly.

In what respect does the verb in 1 differ from the verb in 2 ?

Change 2 so as to make the present object the subject.

In what mode and tense is "recite" in 3 ?

Change the verb in 5 so as to make the object the subject.

What is the object of "hope" in 9 ?

Change the verb in the dependent clause of 9 so as to make the object the subject.

Change the verb in 10 from the active to the passive voice.

126.

EXERCISES

I. From what you have learned about the voice, mode, and tense of verbs, and by the aid of the conjugations given in App. XVII, fill out the following blanks :

INDICATIVE MODE, ACTIVE VOICE

He	{	<i>Present</i>	sees	}	the book.
		<i>Present Perfect</i>	_____		
		<i>Past</i>	_____		
		<i>Past Perfect</i>	_____		
		<i>Future</i>	_____		
		<i>Future Perfect</i>	_____		

INDICATIVE MODE, PASSIVE VOICE

The book	{	<i>Present</i>	is seen	}	by him.
		<i>Present Perfect</i>	_____		
		<i>Past</i>	_____		
		<i>Past Perfect</i>	_____		
		<i>Future</i>	_____		
		<i>Future Perfect</i>	_____		

II. Tell the voice, mode, and tense of each verb in the following sentences :

1. James broke the window.
2. The window was broken by James.
3. The paper was torn by the baby.
4. He will mend my shoes next week.
5. To whom was the message sent ?
6. He could paint pictures very well.
7. The peddler has sold all his wares.
8. When the goods are sold, he will pay his debts.
9. We hope that the money will be found.
10. We hear that they have eaten all the food.
11. The room has just been swept and dusted.
12. If the house were finished, I would sell it.
13. Although he did the work poorly, he was paid well.
14. I doubt if the work be finished before to-morrow.

III. Write sentences, using the following verbs in both the active and passive voices of the indicative mode, and all the tenses :

write	begin	read
drive	study	plant

EXAMPLE : Write.

INDICATIVE ACTIVE

Present Tense. The pupils *write* compositions.

Present Perfect Tense. They *have written* to me, etc.

INDICATIVE PASSIVE

Present Tense. The letter *is written*.

Present Perfect Tense. The letter *has been written*, etc.

127. The Progressive Form of Verbs. If we say, "Boys play," we use what is called the simple form of the verb, or

the form which simply expresses action. If we want to show that the action is going on, we say, "The boys *are playing*." The verb so used is said to be in the *progressive form*.

Compare the verbs in the following sentences and give the voice, mode, and tense of each verb :

SIMPLE FORM	PROGRESSIVE FORM
I wrote.	I was writing.
I have written.	I have been writing.
I shall write.	I shall be writing.
I had written.	I had been writing.
I shall have written.	I shall have been writing.
I may write.	I may be writing.
The letter is written.	The letter is being written.
The letter was written.	The letter was being written.
If I wrote, he would come as soon as possible.	If I were writing, my English would be better.
Write until I return.	Be writing until I return.

128. The Emphatic Form of Verbs.

1. I *do try* very hard.
2. He *did do* very well.
3. *Do you want* me to help you?
4. *Did you see* my brother yesterday?
5. I *do not see* why the answer is wrong.

The auxiliaries "do" and "did" are used in 1 and 2 for emphasis; in 3 and 4 in interrogative sentences; and in 5 in a negative sentence.

The italicized verbs "do try," "did do," etc., above, are said to be in the emphatic form.

Give sentences in the present and past tenses, showing the three ways of using the emphatic form of verbs.

129. Person and Number. 1. Verbs cannot be said to have properties of person and number as nouns and pronouns have.

In some foreign languages the verb has a special form for each person and number of its subject. It was so with our language formerly ; but within a few centuries there has been a change of practice in this respect until now there are only a few instances in which the form of the verb changes as its subject changes in person and number. Yet these few instances are very important, as when we say,

I <i>am</i>	You <i>are</i>	He <i>is</i>
I <i>write</i>	Thou <i>writest</i>	He <i>writes</i>

The change in the form of the verb in these sentences is due, not to any change of idea expressed by the verb, but to a change in the person of the subject.

2. In the same way we can see that verbs sometimes change in form when the subjects are changed in number, as in the sentences

The man <i>writes</i> .	The men <i>write</i> .
He <i>has</i> gone.	They <i>have</i> gone.
He <i>is</i> here.	They <i>are</i> here.

3. From these examples we may conclude that the person and number of a verb are the same as the person and number of its subject, or that

A verb agrees with its subject in person and number.

4. In practice both in the analysis and in the construction of sentences, it will be necessary to give attention only to those constructions in which the form of the verb is affected by the person and number of its subject. These constructions are found in the use of verbs in the present and present perfect tenses of declarative sentences, and in the use of some forms of the verb "be."

5. The plural form "you" is now commonly used instead of "thou" in addressing any one, and when it is the subject a plural verb is used in the predicate, as in the sentences

You are late, Mary.
Have you lost your pencil?

6. The following are some of the forms of verbs which you need to know in studying the agreement of the verb with its subject :¹

THE VERB "BE"

PRESENT TENSE

SINGULAR	PLURAL
1. I am	We are
2. You are (thou art)	You are
3. He is	They are

PAST TENSE

1. I was	We were
2. You were (thou wast or wert)	You were
3. He was	They were

PRESENT PERFECT TENSE

1. I have been	We have been
2. You have been (thou hast been)	You have been
3. He has been	They have been

THE VERB "WRITE"

PRESENT TENSE

1. I write (am writing)	We write (are writing)
2. { You write (are writing) or Thou writest (art writing) }	You write (are writing)
3. He writes (is writing)	They write (are writing)

¹ For the conjugation of verbs, see App. XVII.

PRESENT PERFECT TENSE

SINGULAR

PLURAL

- | | |
|----------------------------------------------------|-------------------|
| 1. I have written | We have written |
| 2. { You have written
or
Thou hast written } | You have written |
| 3. He has written | They have written |

7. The simplest forms of sentences in which there is an agreement of the verb with its subject are shown as follows :

1. *I was* there yesterday.
2. *He was* present this morning.
3. *You are* very obliging.
4. My *brother John goes* to school.
5. *I am going* to school to-morrow.
6. My *sisters ride*, but *I walk*.
7. The *milkman brings* the milk every morning.
8. *I have brought* my luncheon to-day.
9. *They have* also *brought* their luncheons.
10. *He has* not *brought* his luncheon.

Give the person and number of each verb and show why any other form would be wrong.

EXAMPLE: "Was" in 1 is in the first person, singular number, to agree with its subject "I." "Were" would be wrong because it is plural, and the singular verb is required here to agree with the subject.

8. The above constructions are not at all difficult, for in every sentence the number and person of the subject and its verb are easily recognized. But when the subject is separated from the predicate by several words, mistakes in the form of the verb are likely to occur, as in the sentence "One of my sisters takes music lessons." In this sentence the singular form "takes" is used because the subject "one" is singular.

The mistake is likely to be made of using the plural form "take" because of its nearness in the sentence to the plural noun "sisters."

In the following sentences tell the number and person of each verb and give the reason :

1. Each of the boys has a bicycle.
2. Neither of the pupils has returned.
3. Has either of you seen my spelling book?
4. Not one of the pupils was able to answer the question.
5. The condition of the officers and soldiers was not good.
6. Nothing but misfortunes of various kinds has come to him.
7. No one but his sisters seems to understand him.
8. The general with all the soldiers was captured.
9. Every one of the soldiers was ready to go.

9. In following the rule of the agreement of the verb with its subject one must be guided more by the meaning than by the form of the subject. The following rules may be of assistance in determining the proper form of verbs as governed by the number of the subject.

a. When the subject is plural in form but singular in meaning, the verb is singular,¹ as

The news is confirmed.

Mathematics is my favorite study.

"Little Women" was written by Miss Alcott.

b. When the subject is singular in form but plural in meaning, the verb is plural, as

A portion of them remain.

Half of the potatoes were eaten.

¹ For a list of this class of nouns, see 67, 9.

c. When the subject consists of two or more substantives used to refer to the same person or thing, or thought of as one thing, the verb is singular, as

My friend and neighbor has passed away.
Bread and milk is wholesome food.

d. When the subject consists of two or more singular substantives of the third person connected by "or" or "nor," the verb is singular, as

John or William is to be there.

e. When the subject consists of singular substantives which are connected by "and" and which refer to two or more persons or things, the verb is plural, as

Grant and Lee were great generals.

f. When the subject is a collective noun referring to the whole as one body, the verb is singular, as

The regiment numbers one thousand men.
The flock of sheep was sold yesterday.

g. When the subject is a collective noun referring to individual persons or things, the verb is plural, as

The jury were not agreed in their verdict.
The herd of cattle were grazing in the pasture.

h. When the subject consists of two or more substantives of different numbers or persons connected by "or" or "nor" the verb agrees with the one that is nearest to it,¹ as

Either he or his brothers are going.
Neither they nor he was to blame.

¹ Some grammarians make an exception of those sentences in which "I" of coordinate subjects stands nearest to the verb, preferring to say, "Either you or I are mistaken," rather than "am mistaken." But all agree that such a construction should be avoided by using a different form, as "Either you are mistaken or I am."

130.

EXERCISES

I. Give the number and person of each verb in the following sentences, with a reason in each case.

In connection with this exercise, construct many sentences suggested by the information given in 94 and 129.

1. The committee were divided in their opinion.
2. A great hue and cry was raised.
3. "Gulliver's Travels" was written by Jonathan Swift.
4. Mush and milk is all the food he takes.
5. The people of the country are noted for their bravery.
6. One or two have gone already.
7. Neither the teacher nor his pupils were to blame.
8. Half of them are away.
9. Five dollars is too much to pay.
10. Neither he nor his wife seems to care.
11. Is Mr. or Mrs. Smith at home?
12. His courage and perseverance is undoubted.
13. Does each of you now understand the problem?
14. Some of the trees were cut down.
15. He is one of those persons that are never contented.
16. What is the use and purpose of these exercises?
17. I, who am much older than you, am able to recall many events of the Civil War.
18. Not one of the children dares to disobey.
19. The teacher together with all his pupils was late.
20. Such phenomena as we saw last night are rarely seen.
21. Three hundred dollars for such a horse seems a very small sum.
22. A large part of the apples which you sold me were spoiled.
23. Has either of you ever seen the President?
24. No one but the teachers was allowed to be present.
25. For a laggard in love, and a dastard in war,
Was to wed the fair Ellen of brave Lochinvar.

II. Make choice of verb given in each parenthesis and give the reason for your choice.

1. One of the boys (study, studies) out of school.
2. Thirty miles (is, are) a good distance to walk in one day.
3. A committee (was, were) appointed and after a few minutes made its report.
4. The committee (was, were) invited and all of them came.
5. Neither of the boys (seem, seems) satisfied.
6. Some of the people (was, were) late.
7. Nothing but leaves ever (grow, grows) on that tree.
8. A large number of the workmen (was, were) dissatisfied with their wages.
9. (Do, does) either of you know where one of my gloves (is, are)?
10. Ten dollars (is, are) too much to pay for that coat.
11. Neither John nor Henry (was, were) present yesterday.
12. Every boy and girl in school (read, reads) very well.
13. One or the other of us (visit, visits) them every day.
14. Many a soldier and sailor (wish, wishes) to return.
15. Neither she nor her cousins (go, goes) to-day.
16. The fleet (was, were) scattered in various directions.
17. There (is, are) peace and plenty where industry reigns.
18. (Has, have) any of you seen my brother?
19. The ashes that you took from the furnace (is, are) in the barrel.
20. He as well as his sisters (need, needs) instruction in needle work.
21. The public (is, are) invited to attend the exercises.
22. The pupils as well as the teacher (desire, desires) the presence of the parents.
23. The captain with all on board (was, were) lost.
24. The equipment of the schools (seem, seems) to be in good condition.
25. Who of you (know, knows) where he is?
[Explain how it is that either "know" or "knows" may be used.]

26. Within the castle (stand, stands) two armed knights.
27. A variety of beautiful objects always (charm, charms) the eye.
28. The quality of the oranges which (has, have) come to-day (is, are) not good.
29. The poems of neither Tennyson nor Browning (was, were) read by the pupils.
30. The boy with all his faults, and he had many, (was, were) well liked.
31. His generosity in addition to his other virtues (has, have) made him very popular.
32. Every one of the fifty pupils (was, were) obliged to remain.
33. A jury of twelve men (was, were) finally selected.
34. Every boy and girl in school (know, knows) how to behave.
35. It is you and not your brother that (deserve, deserves) the prize.
36. During the game his trousers (was, were) badly torn.
37. The thanks of his comrades (was, were) extended to him.

131. Participles. A participle, as you have seen (48), is a word which is derived from a verb and which partakes of the nature of a verb and of an adjective. It is, therefore, sometimes called a **Verbal Adjective**.

(1) The two simple forms of the participle are shown in the following sentences :

1. *Hearing* the bell, he went to the telephone.
2. My umbrella, taken by mistake, was returned.

“Hearing” in 1 is called the *present participle*, because as a participle it describes an action as going on at the time indicated by the verb “went.” “Taken” in 2 is called the *past participle*, because it describes an action as past and completed at the time indicated by the verb “was returned.”

The use of these two participles is further seen in sentences with verbs of different tenses as follows :

1. *Speaking* very clearly, { *I make* him understand.
 { *I made* him understand.
 { *I shall make* him understand.
2. { *I find* him
 { *I found* him
 { *I shall find* him } *playing* ball.
3. *Gone* { *are* the days of spring.
 { *were* the days of spring.
 { *will be* the days of spring.
4. *Written* carefully, { the letter *is* easily read.
 { the letter *was* easily read.
 { the letter *will be* easily read.

The form called the past participle has really a passive meaning when it is derived from "a transitive verb, as "written" in 4.¹

(2) The *phrasal* or *compound participles* are made up of the simple participles and forms of *be* or *have*. Their names and uses in sentences are as follows :

Perfect Active : *Having written* the composition, he was permitted to go.

Present Passive : The composition, *being written* hastily, could not be read.

Perfect Passive : *Having been written* poorly, the composition was rejected.

From what you have learned of the tense and voice of verbs (117, 125), can you give the reasons why these terms are used ?

¹ Whitney, in his *Essentials of English Grammar*, p. 106, says that the past participle is sometimes called a passive participle because it "denotes completed action or condition as the result of suffering or enduring (passive means enduring) the action expressed by the verb."

Another form called the *progressive form* of the perfect active participle is used in the sentence

Having been working for several hours, he went home.

(3) The various forms of participles are shown in the following table :

	ACTIVE	PASSIVE
<i>Present</i>	{ placing seeing	{ being placed being seen
<i>Past</i>	{ placed seen	{ placed seen
<i>Perfect</i>	{ having placed having seen	{ having been placed having been seen
<i>Perfect progressive</i> . . .	{ having been placing having been seeing	

Observe that the present active participle ends in "ing," while the past and passive participles have for endings "d" and "n." These participles have other endings, as "t" in "taught" and "ne" in "gone."

The form of the past participle may sometimes be ascertained by asking what form is used with "have" in giving the present perfect tense, as "I have *been*," "He has *eaten*," and "You have *bought*." But the safer way is to learn the principal parts of all strong verbs in common use (see App. XVI).

(4) The simple participles are used with forms of "be," "have," and other verbs called auxiliary verbs (119), to form the different voices, modes, and tenses, as in the following :

I am writing.

The letter is written.

The letter has been written.

He may be writing.

(5) It is sometimes difficult to distinguish between the participle used as part of a verb phrase, and a participle or adjective used as a subjective complement. Thus in the sentence "The man is fatigued," "fatigued" is a word used as a subjective complement limiting "man." It is used very much as the word "weary" is used in the sentence "The man is weary." But in the sentence "The man is fatigued by his efforts," "fatigued" is a participle used with "is" to form the passive verb "is fatigued." In this sentence action is expressed, whereas in the former sentence a condition merely is expressed.

In the same way show the use of the participle in the following sentences :

1. The man was decorated.
2. The man was decorated by the governor.
3. The house is painted.
4. The house was painted by Mr. Smith.
5. The house was painted last month.
6. My shoes are blacked.
7. My shoes have been blacked by the porter.
8. My shoes have already been blacked.

132.**EXERCISES**

I. Point out and name the participles in the following sentences and tell to what they belong :

1. Having found the ring, he gave it to its owner.
2. Running rapidly, he fell down.
3. The ring, having been found, was given to its owner.
4. The child, being very sleepy, was put to bed.
5. That house, painted white, was built five years ago.
6. Having spent his money, he returned home.
7. A dollar saved is a dollar earned.

8. Being a good swimmer, he was able to rescue his friend.
9. War having been declared, the fleet was sent.
10. Having been working very hard for a year, he thought he would take a vacation.

II. Give the present, past, and perfect participles of the following verbs in both voices :

give	spend	take	lose
gain	love	hear	find

III. Construct two sentences containing present active participles ; two containing present passive participles ; two containing perfect active participles ; two containing perfect passive participles.

IV. Tell whether each participle in the following sentences is used as a subjective complement or as part of a verb :

1. The walk has tired him.
2. He is very tired from his walk.
3. This light is very trying to one's eyes.
4. He is trying to do the work assigned to him.
5. They were troubled over their lessons.
6. She was disappointed in the exhibition.
7. He was deceived by one who called himself a friend.
8. My brother was driven to the station.
9. He was so driven with work that he had no time for a vacation.
10. They are much troubled by mosquitoes.

133. Infinitives. An infinitive (48) partakes of the nature of what two parts of speech ? What other name has it ?

(1) Observe carefully the use of the infinitives in the following sentences :

1. To read good books improves the mind.
2. Reading good books improves the mind.

3. I like to play football.
4. He likes to play football.
5. By studying diligently I finish my work.
6. By studying diligently he finishes his work.

In what respect are "to read" and "reading" in 1 and 2 like verbs? Why cannot they be called verbs? Why are these expressions like nouns?

Why do the predicate verbs in 3 and 4 differ in form? The phrase "to play" has the same form in both sentences, that is, although the expression denotes action, it is not limited in person and number as the predicate verb is in each sentence. The same fact may be shown in 5 and 6.

Expressions used in these ways are not limited as predicate verbs are, and are therefore called **Infinitives** (not limited).

Why are "to play" and "studying" in these sentences like nouns? Why are they like verbs?

(2) There are, as shown above, two forms of infinitives, (a) the simple form with or without "to,"¹ as "He wanted me to go" and "He bids me do it;" and (b) the form ending in "ing," as "Seeing is believing." The former is called the *root infinitive* because it is the simplest form of the verb; the latter is called the *participial infinitive* because it resembles in form the present active participle.

Observe carefully the name and use of each kind of infinitive.

- | | | |
|-----------------------|---|---------------------------------------------|
| <i>Present Active</i> | { | 1. I should like to call upon you. |
| | | 2. I enjoyed calling upon you. |
| <i>Perfect Active</i> | { | 3. I ought to have called yesterday. |
| | | 4. He was blamed for having called so late. |

¹ Some verbs as "bid," "dare," "feel," "hear," "let," "make," are followed by the infinitive without "to," as "I heard him go" and "I will let you try."

- | | | |
|------------------------|---|--------------------------------------------------------------|
| <i>Present Passive</i> | { | 5. He ought <i>to be called</i> at five o'clock. |
| | | 6. He disliked <i>being called</i> so early. |
| <i>Perfect Passive</i> | { | 7. He ought <i>to have been called</i> at five o'clock. |
| | | 8. He was disturbed at <i>having been called</i> to account. |

(3) The progressive forms of the infinitives are

- | | | |
|-----------------------|---|------------------------------------------------------------------|
| <i>Present Active</i> | { | 9. I hope <i>to be calling</i> at this time to-morrow. |
| <i>Perfect Active</i> | { | 10. I ought <i>to have been calling</i> instead of staying here. |
| | | 11. He was tired from <i>having been calling</i> so much. |

“To call” (1) really refers to a future act, and “calling” (2) to a past act. Why are they called present? Why active?

What is the force of “have” and “having” in 3 and 4?

Why are the infinitives in 5, 6, 7, and 8 called passive?

Explain the difference of form between “to be called” (5) and “to have been called” (7).

Explain the difference of form between “having called” (4) and “having been called” (8).

How does the infinitive in 1 differ from the infinitive in 9?

How does the infinitive in 3 differ from the infinitive in 10?

(4) From the above study the following facts appear:

a. A present infinitive expresses action which is incomplete at the time denoted by the principal verb, as

I want *to build* a house.

I wanted *to build* a house.

I shall want *to build* a house.

b. A perfect infinitive expresses action which is completed at the time denoted by the principal verb, as

He is believed *to have been* present.

I was glad *to have seen* him.

I shall be sorry not *to have done* it.

c. The perfect infinitive is seldom used with verbs in the past and future tenses, the present infinitive expressing the meaning generally intended. Thus, "I was glad *to see* him" and "I shall be sorry not *to do* it" mean that the seeing and doing were at the time denoted by the principal verb and not before that time.

(5) The common forms of the infinitive are shown in the following table :

	ACTIVE	PASSIVE
<i>Present</i>	{ to call calling	{ to be called being called
<i>Perfect</i>	{ to have called having called	{ to have been called having been called

The progressive forms are

<i>Present Active</i> , to be calling	{	<i>Perfect Active</i> { to have been calling having been calling
---------------------------------------	---	---------------------------------------------------------------------

(6) The most common relations of infinitives in sentences are as follows :

a. Subject of a verb, as

To succeed is a duty.

Walking rapidly is good exercise.

b. Subjective complement, as

His desire is *to go*.

His chief pleasure is *doing* for others.

c. Object of a verb, as

He intends *to go* to Europe.

He intends *going* to Europe.

d. Object of a preposition, as

I am about *to start* for home.

I am about *starting* for home.

e. Part of a substantive phrase used as the object of a verb, as

They advised him *to write*.

She asked the coachman *to wait*.

I saw her *go* up the street.

In *e* the noun or pronoun preceding the infinitive is in the objective case as subject of the infinitive, the entire phrase being the object of the verb (see App. IV).

134.**EXERCISE**

Point out the infinitives in the following sentences and tell how they are used, whether as subject, object, or complement.

1. I enjoy working in the garden.
2. He intended to go last week.
3. By being very careful, he escaped taking cold.
4. Try to do your work well.
5. Rowing is his favorite exercise.
6. After listening to the exercises, John went home.
7. There is no doubt about my arriving in time.
8. To give money to a beggar is not always the best way of helping him.
9. My first impulse was to run away.
10. He likes to be called clever.

135. Principal Parts of Verbs. In looking at all the forms of a verb in the various modes and tenses, we find that most of the changes appear in the past tense and in the past participle, which helps in forming the perfect tenses. Three forms, therefore, are called the *principal parts* of the verb, namely, the simple infinitive, the past tense, and the past participle.

The reason for using the simple infinitive as one of the principal parts of the verb is that it is the simplest form. On this account it is also called the *root* of the verb or the *root infinitive*.

The root infinitive is the same as the form of the present tense with "I." To find the principal parts of a verb, therefore, we have only to use the verb with "I" in a sentence, (1) in the present tense, as "I *see*," (2) in the past tense, as "I *saw*," and (3) in the present perfect tense, as "I have *seen*."

Give the principal parts of "walk," "buy," "find," "sell."

136. Weak and Strong Verbs. Verbs are called *weak* or *strong* according to the way in which they form the past tense.

1. A *weak verb* is one which forms its past tense by the addition of "ed," "d," or "t" to the present, as

play-*ed* move-*d* dream-*t*

2. A *strong verb* is one which forms its past tense by a change of vowel and without an added syllable, as

PRESENT	PAST
write	wrote
drink	drank

3. The past participle of a weak verb is of the same form as the past tense.

PRESENT	PAST	PAST PARTICIPLE
(I) walk	(I) walked	(I have) walked
(We) visit	(We) visited	(We have) visited

4. The past participle of a strong verb (*a*) sometimes ends in "n," (*b*) sometimes has a different vowel from that of the past tense, and (*c*) sometimes has the same form as the past tense.

5. The following sentences show the different forms of the present, past, and past participle of strong verbs :

PRESENT	PAST	PAST PARTICIPLE
I <i>forget</i> his name.	I <i>forgot</i> his name.	I have <i>forgotten</i> his name.
I <i>ring</i> the bell.	I <i>rang</i> the bell.	I have <i>rung</i> the bell.
I <i>win</i> the race.	I <i>won</i> the race.	I have <i>won</i> the race.

6. Because of the fact that some verbs form the past tense and past participle in exactly the same way by the addition of "d" and "ed" to the present, these verbs are called *regular* and all other verbs *irregular*. The irregular verbs, therefore, include all the strong verbs and such of the weak verbs as do not form the past tense and past participle by the addition of "d" or "ed" to the present.

The following irregular verbs are used in common speech, but not always correctly.¹

Learn thoroughly the principal parts of these verbs.

NOTE. When there are two forms in any of the principal parts they are given in the order of preference; for example, it is better to say, "The dog has *bitten* me," than to say, "The dog has bit me," though both forms are correct.

PRESENT	PAST	PAST PARTICIPLE
begin	began	begun
bite	bit	{ bitten bit
bring	brought	brought
choose	chose	chosen
do	did	done
drink	drank	drunk
fly	flew	flown
forget	forgot	{ forgotten forgot
go	went	gone
grow	grew	grown
lay	laid	laid
lie (to recline)	lay	lain
ride	rode	ridden
ring	rang	rung
sit	sat	sat

¹ A more complete list of irregular verbs is given in App. XVI.

PRESENT	PAST	PAST PARTICIPLES
speak	spoke	spoken
take	took	taken
swim	{ swam swum	swum

Put the above verbs in sentences.

EXAMPLE: *Present.* I choose to go.

Past. I chose the largest.

Past Participle. He has chosen very wisely.

137. Conjugation of Verbs. For purposes of sentence analysis and construction a classified arrangement of the forms of verbs according to voice, mode, tense, number, and person is found useful. Such an arrangement of verbs is called **Conjugation**.

A full conjugation of the verbs "be" and "see" is given in App. XVII. Before examining the forms there given, it may be well for you to write out the forms of a given verb, as "love," from what you have already learned. The following blanks will suggest the order of classification :

INDICATIVE MODE

	ACTIVE VOICE	PASSIVE VOICE	ACTIVE VOICE	PASSIVE VOICE
	PRESENT TENSE		PRESENT PERFECT TENSE	
SING.	1. I love	I am loved	I _____	I _____
	2. Thou _____	Thou _____	Thou _____	Thou _____
	3. He _____	He _____	He _____	He _____
PLUR.	1. We _____	We _____	We _____	We _____
	2. You _____	You _____	You _____	You _____
	3. They _____	They _____	They _____	They _____

		PAST TENSE		PAST PERFECT TENSE	
SING.	{	1. _____	_____	_____	_____
		2. _____	_____	_____	_____
		3. _____	_____	_____	_____
PLUR.	{	1. _____	_____	_____	_____
		2. _____	_____	_____	_____
		3. _____	_____	_____	_____
		FUTURE TENSE		FUTURE PERFECT TENSE	
SING.	{	1. _____	_____	_____	_____
		2. _____	_____	_____	_____
		3. _____	_____	_____	_____
PLUR.	{	1. _____	_____	_____	_____
		2. _____	_____	_____	_____
		3. _____	_____	_____	_____

The same plan and order may be followed in other modes.

138.

EXERCISES

I. Make a choice of the words in parenthesis and give the reason for your choice.

1. Nine dollars a week (is, are) paid to each workman.
2. (Have, has) either of you finished the book?
3. Either you or he (was, were) to blame.
4. A number of the trains (was, were) delayed by the storm.
5. Either the clock or the watch (is, are) slow.
6. "Canterbury Tales" (was, were) written by Chaucer.
7. Each of the states (has, have) two senators.
8. Everybody (has, have) offered assistance to the sufferers.
9. It (don't, does n't) take many days to reach London.
10. Neither tea nor coffee (is, are) as healthful as water.
11. Perseverance as well as courage (is, are) necessary for success.
12. Before he (lay, laid) down, he (lay, laid) the book on the table.
13. They (lay, laid) the wounded boy on the cot.

14. He had (laid, lain) there an hour when the doctor arrived.
15. The moon had (rose, risen) and showed the dangers of the path.
16. Neither of the boys (has, have) returned (his, their) book.
17. No one except the members (was, were) admitted to the meeting.
18. A large collection of minerals (was, were) exhibited in the Colorado building.
19. It is one of the sweetest songs that (has, have) been written.
20. By this one mistake (has been, have been) caused most of the delays.
21. Each of the boys (make, makes) his own plan.
22. The summons to appear before the judge (was, were) sent at noon.
23. Latin or French (is, are) required for admission.
24. Latin and French (is, are) required.
25. The kindness of his friends (gives, give) him courage.
26. All of the great victories except one (was, were) gained on the sea.
27. Western cattle (is, are) shipped to Kansas City and Chicago.
28. The mob (was, were) scattered by the militia.
29. The mob (was, were) determined to force their way into the palace.
30. I saw the letter (laying, lying) on his desk.
31. The doctor ordered him to (lay, lie) down.
32. Then another set of bees (take, takes) up the work.
33. Waves of fragrance (is, are) borne to us from the white clover.
34. Rippling through the branches (go, goes) the sunshine.
35. The sight of the flowers (call, calls) back the robin's song.
36. Each day and each hour (bring, brings) its own duty.
37. Wisdom (is, are) stern sorrow's patient child.
38. Each (has, have) his lonely peak and on each heart
Envy or scorn or hatred (tear, tears) lifelong
With vulture beak.

39. Great deeds and feelings (finds, find) a home among the untaught poor.

40. Truth (need, needs) no champion.

41. One or the other (has, have) made a mistake.

42. Neither John nor Fred (is, are) playing on the team to-day.

43. The party (has, have) gone to the diamond mines of South Africa.

44. They (sat, set) the chairs in a row.

45. They (sat, set) perfectly still watching the bird.

46. Yonder (lives, live) a poet and a scholar.

47. He (does n't, don't) write well.

48. Each of the boys (do, does) a great deal for (his, their) family.

49. The omission of unnecessary words (give, gives) clearness to the definition.

50. This is one of the best stories that (has, have) been written by him.

II. Change the italicized verbs to the past tense and to one of the perfect tenses, and explain their use.

MODEL: *He does his work faithfully.*

"He *did* his work faithfully." The verb "did," past tense, refers to action in past time.

"He *has done* his work faithfully." The verb "has done," present perfect tense, refers to a past act completed in the present.

1. He *does* his work faithfully.
2. I *lie* down every day.
3. I *lay* the book on the table.
4. I *get* the bread at the bakery.
5. I *forget* what your name is.
6. He *eats* his dinner at noon.
7. They *choose* to study rather than to play.
8. He *begins* well.
9. She *bids* us to come.
10. The wind *blows* hard.

11. They *will come* to-morrow.
12. I *ride* ten miles every day.
13. I *see* the stars.
14. He *sets* the pitcher on the table and then *sits* down.
15. He *drinks* coffee.
16. The boys *swim* very well.
17. She *writes* to her mother every day.
18. He *takes* cold easily.

139.

EXERCISE

Analyze, according to the model given in 58, the following sentences and parse the verbs, participles, nouns, pronouns, and adjectives.

MODEL : *Learn to labor and to wait.*

1. "Learn," regular, transitive verb ; active, present, imperative ; second person singular or plural number to agree with its subject " thou " or " you " understood.
2. "To labor," present active infinitive, direct object of "learn."
 1. Respect yourself.
 2. To hear is to obey.
 3. Honor is virtue's reward.
 4. Above it stood the seraphs.
 5. Learn to labor and to wait.
 6. I that speak to thee am he.
 7. Architecture is frozen music.
 8. Be slow in choosing a friend.
 9. None but the brave deserves the fair.
 10. The perfection of art is to conceal art.
 11. Hear the just law, the judgment of the skies.
 12. Oh, what a noble mind is here o'erthrown !
 13. To look at thee unlocks a warmer clime.
 14. By others' faults wise men correct their own.
 15. He that hates truth shall be the dupe of lies.

16. He jests at scars who never felt a wound.
17. My cottage, while you grace it, is a palace.
18. Home they brought him slain with spears.
19. Knowledge is now no more a fountain sealed.
20. The path is smooth that leadeth on to danger.
21. If you have tears, prepare to shed them now.
22. Love your enemies. Bless them that curse you.
23. Love thyself last ; cherish those hearts that hate thee.
24. Avoid keeping company with the depraved.
25. Teach self-denial by making its practice pleasurable.
26. Nothing great was ever achieved without enthusiasm.
27. The ear trieth words as the mouth tasteth meat.
28. It is never too late to be what you might have been.
29. Cheered by the good man's words, Evangeline labored and waited.
30. The children of to-day will be the architects of our country's destiny.
31. O strong hearts and true ! Not one went back in the *Mayflower*.
32. The stone which the builders rejected is become the head of the corner.
33. The path of life might be
 Ever bright before us.
34. Toiling, — rejoicing, — sorrowing,
 Onward through life he goes.
35. Waiting till the west-wind blows,
 The freighted clouds at anchor lie.
36. Teach me to feel another's woe,
 To hide the fault I see.
37. Base envy withers at another's joy,
 And hates the excellence it cannot reach.
38. For Satan finds some mischief still
 For idle hands to do.
39. An hour passed on ; the Turk awoke ;
 That bright dream was his last.

40. Little Jack Horner sat in a corner,
Eating his Christmas pie.
41. The harp, his sole remaining joy,
Was carried by an orphan boy.
42. Still achieving, still pursuing,
Learn to labor and to wait.
43. A little fire is quickly trodden out ;
Which, being suffer'd, rivers cannot quench.
44. There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune.
45. The evil that men do lives after them ;
The good is oft interred with their bones.
46. Say to Robin a kind word,
And tell him not to fret.
47. A moral, sensible, and well-bred man
Will not affront me, and no other can.
48. All sat mute,
Pondering the danger with deep thoughts.
49. The soul that rises with us, our life's star,
Hath had elsewhere its setting.
50. 'T is greatly wise to know, before we're told
The melancholy news, that we grow old.
51. The charities that soothe and heal and bless
Are scattered at the feet of man like flowers.
52. I hear the rushing of the blast
That through the snowy valley flies.
53. If I try to escape, they surround me ;
They seem to be everywhere.
54. Let not ambition mock their useful toil,
Their homely joys and destiny obscure.
55. The lighthouse lifts its massive masonry,
A pillar of fire by night, of cloud by day.
56. The green leaves quiver with the cooling wind
And make a checkered shadow on the ground.
57. Smooth runs the water where the brook is deep.

58. Mute with amazement and sorrow, Priscilla the Puritan
maiden,

Looked into Alden's face, her eyes dilated with wonder.

59. Be not false, unkind, or cruel ;

Banish evil words and strife ;

Keep thy heart a temple holy ;

Love the lovely, aid the lowly ;

Thus shall each day be a jewel

Strung upon thy thread of life.

60. In the country, close by the roadside, stood a little farm-house. Perhaps you have passed by and seen it yourself. The flower garden in front of the house was surrounded by a painted wooden fence. Close to the fence, in the midst of the fresh green grass, grew a little daisy. The sun smiled upon it as brightly as upon the splendid garden flowers, and so it grew from hour to hour.

HANS CHRISTIAN ANDERSEN'S "The Daisy"

CHAPTER X

ADVERBS

140. Uses and Kinds of Adverbs. From what you have already learned about adverbs (25), pick out the adverbs in the following sentences and tell what each one modifies :

1. I shall go there soon.
2. He did his work well.
3. She is now almost well.
4. We want you to come over.
5. The work was faithfully done.
6. He is more comfortable to-day.

(1) **SIMPLE ADVERBS.** The adverbs used in the above sentences are called **Simple Adverbs** because they are used simply to modify the meaning of a verb, adjective, or other adverb. Such adverbs include

(a) *Adverbs of place*, answering the question *Where?* Such are "there" in 1 and "over" in 4. Other adverbs of this kind in common use are

above	back	up	hence	in	forward
below	down	here	hither	out	yonder

(b) *Adverbs of time*, answering the question *When?* Such are "soon" in 1 and "now" in 3. Other adverbs of time are

again	first	hereafter	once	never	seldom
always	often	formerly	next	to-day	to-morrow

(c) *Adverbs of manner*, answering the question *How?* Such are "well" in 2 and "faithfully" in 5. Other common adverbs of this kind are

aloud	bravely	ill	quickly	otherwise	thus
badly	foolishly	so	slowly	somehow	truly

(d) *Adverbs of degree*, answering the question *How much?* or *How little?* Such are "almost" in 3 and "more" in 6. Other adverbs of degree in common use are

all	greatly	least	most	no	scarcely
very	little	less	much	quite	enough

(2) INTERROGATIVE ADVERBS. Adverbs that are used to introduce questions are called **Interrogative Adverbs**, as

Where are you going? *When* do you leave?

Other interrogative adverbs are "how," "why," "whither," and "whence."

(3) CONJUNCTIVE ADVERBS. Adverbs used as conjunctions are sometimes called **Conjunctive Adverbs**, as

I shall return *when* it is pleasant.

Conjunctive adverbs generally connect adverbial clauses with other parts of the sentence, but sometimes they connect adjective and substantive clauses as in the following sentences:

This is the place *where* I found the book (adjective).

I will show you *where* I found the book (objective).

The conjunctive adverbs most commonly used are "how," "when," "whence," "whither," and "why."

(4) PHRASAL ADVERBS. Phrases which are used as adverbs, and which cannot be separated into preposition and object, are called **Phrasal Adverbs**, as

At last I am ready to go.

He tried *in vain* to finish the work.

The following list includes the most frequently used phrasal adverbs :

as yet	at last	by all means	ere long	of late
at all	at least	one by one	in short	of old
at best	at length	face to face	in vain	on high
at large	at once	for good	of course	by far

(5) Give sentences, using each kind of adverb.

141. Comparison of Adverbs. Some adverbs like adjectives (110) have degrees of comparison. The comparative and superlative degrees are formed either by adding "er" and "est" to the positive, or by prefixing to the positive "more" and "most" or "less" and "least," as

POSITIVE	COMPARATIVE	SUPERLATIVE
soon	sooner	soonest
fast	faster	fastest
frequently	{ more frequently less frequently	most frequently least frequently

Most adverbs are compared in the latter way, especially adverbs ending in "ly" The following adverbs are compared by means of the endings "er" and "est" :

cheap	fast	long	near	quick
dear	hard	loud	often	slow
early	high	low	plain	soon

Some adverbs are more or less irregular in comparison, as

Pos.	COMPAR.	SUPERL.	Pos.	COMPAR.	SUPERL.
far	{ farther further	farthest	little	less	least
forth		furthest	much	more	most
ill	worse	worst	near	nearer	{ nearest next
late	later	{ latest last	well	better	best

The adverb "rather" is used only in the comparative.

142. The Use of Adverbs and Adjectives. The mistake so frequently made of using adverbs in place of adjectives, and vice versa, will be avoided if the proper functions of the two parts of speech are kept clearly in mind and constantly applied in practice. The greatest difficulty occurs after such verbs as "look," "feel," "sound," "seem," "appear"; also when adverbs and adjectives are alike in form, as "all," "little," "much," "more," "most," "even," "far," "late," etc.

Review **112**, 2, and observe carefully the uses of the italicized words in the following sentences :

1. He appeared very *friendly*.
2. He was *all* powerful.
3. They ran *fast*.
4. We come from a *far* country.
5. Did you go *far* yesterday?
6. Please go a *little* faster.
7. I feel very *well* to-day.
8. He is doing *well*.
9. It is *well* with us.
10. I feel *warm* in this garment.
11. I feel *warmly* on this subject.
12. She looks *better* to-day.
13. He can do that *better* than I.
14. He spoke *angrily* to his brother.
15. He looked *angry*.

Notice that "friendly" in 1, though ending in "ly," is not an adverb. Why?

"All" in 2 tells *how* powerful he was, and is therefore an adverb.

Parse "little" in 6. Compare "well" as used in 7, 8, and 9.

What is the difference in the use of "far" in 4 and 5; also in the use of "warm" and "warmly" in 10 and 11?

Compare "better" as used in 12 and in 13.

143. EXERCISES

I. Use in sentences the adverbs given in 141. Use them in all degrees.

II. Parse the adverbs in the following sentences:

In parsing an adverb, tell what kind it is and how it is used in the sentence, thus:

EXAMPLES: "Along" in 1 is an adverb of place; it modifies the verb "walked."

"When" in 2 is a conjunctive adverb; it modifies the verb "found" and connects "when they found him" with "could stand."

1. He walked along very slowly.
2. He could hardly stand up when they found him.
3. You should not eat too rapidly.
4. I do not know why the train is so late.
5. How could he do that so well?
6. He rushed forward eagerly to assist his friend.
7. Hereafter I shall try to do better.
8. He was scarcely able to sit up.
9. Go very slowly and perhaps I can keep up with you.
10. We may possibly leave to-morrow.
11. Please go a little more slowly.
12. He was ill; therefore he was not strong enough to stand the journey.
13. I arrived too late to take the train.
14. Some of the passengers were injured but little.
15. Up rose old Barbara Frietchie then.
16. If you're waking, call me early.
17. Slowly and sadly we laid him down.
18. And we bitterly thought of the morrow.

III. State exactly the force of each italicized word in the following sentences by telling whether it is used as an adjective or an adverb :

1. He looks *well*.
2. He looks *good*.
3. He mowed the lawn *well*.
4. I am feeling *worse* this morning.
5. He acts *worse* and *worse* every day.
6. You will be *better* if you take this medicine.
7. He is *quite different* from his brother.
8. He does his work *quite differently* from his brother.
9. I arrived *safe* last evening.
10. How *beautiful* those flowers look !
11. I wish he would write *more plainly*, so that I could read his letters *easily*.
12. I found the way *easy*.
13. I found the way *easily*.
14. That is a *real good* coin.
15. That is a *really good* coin.
16. He *alone* knew the way.
17. He found the way *all alone*.
18. *Only* an experienced person would serve the purpose.
19. If I were *only* rich, I could go on the journey.
20. He writes *better* than he did formerly.

IV. Point out the words which you think are adverbs and those which you think are adjectives, and give a reason in each case for your opinion.

1. She looks beautiful this evening.
2. You must be exceedingly careful.
3. We feel warm after exercising.
4. I feel warmly on this point.
5. I am feeling really well to-day.
6. I can hear you distinctly if you speak slowly.

7. It is glorious weather.
8. It is gloriously fine weather.
9. If he were only well enough, he could go with you to-day.
10. He cannot do it all alone.
11. I am very much pleased with your work.
12. That red rose smells very sweet.
13. Is the weather pleasant enough for us to go far to-day?

V. Supply the correct word in each of the following sentences and give a reason for your choice :

1. He looks (strange, strangely) with his Turkish suit on.
2. He looked (strange, strangely) at me.
3. They lived very (happy, happily) together.
4. She appeared very (happy, happily) when I saw her.
5. They talked (quiet, quietly) about their lessons.
6. They seemed to be (quiet, quietly) watching the game.
7. They became (quiet, quietly) as soon as the bell rang.
8. He felt (bad, badly) and sent for a physician.
9. They behaved (bad, badly) when they were left alone.
10. He seemed (real, really) glad to get home.
11. His words sounded (harsh, harshly) to me.
12. I think he spoke (harsh, harshly).
13. They sat (silent, silently) in their seats.
14. He looked (terrible, terribly) as he fought.
15. He appeared (awkward, awkwardly) to his friends.
16. The carriage looks (good, well) and rides (easy, easily).
17. General Thomas's men stood (firm, firmly) at the battle of Chickamauga.
18. Mary sat (silent, silently) in her seat.
19. How is your health? Very (good, well), I thank you.
20. How are you to-day? Very (good, well).
21. It is (real, really) gold which the chain is made of.
22. I can walk (easier, more easily) than I can run.
23. He behaved (different, differently) (from, than) his friend.
24. The plan was put through (easy, easily) enough.

CHAPTER XI

PREPOSITIONS

144. Uses of Prepositions. You have learned (27) that a preposition shows the relation of its object to some other word. You have also learned (50) that a preposition introduces a prepositional phrase.

Point out the prepositions and prepositional phrases in the sentences given in 56 and tell the words between which each preposition shows relation.

Particular attention should be paid to the form of the pronoun used as the object of a preposition. Mistakes in case forms are especially likely to occur (1) when the object precedes the preposition, as

Whom are you looking for?
This is the man whom I spoke of,

and (2) when the pronoun is part of a compound object, as

Between you and me, I do not like it.
The farm was sold to Mr. Brown and me.

145. Prepositions in Common Use. The following list of words includes the prepositions most frequently used :

across	beyond	between	down	concerning
above	among	beneath	but	excepting
about	around	behind	for	except
along	before	beside	by	during
after	amid	below	at	from

over	till	throughout	into	without
until	on	respecting	off	within
unto	up	through	of	upon
save	to	toward	in	with

Construct sentences, using ten of the above-named prepositions and point out the object of each. Tell to what the prepositional phrase belongs and what kind (adjective, adverbial) it is.

146. Phrases used as Prepositions. Sometimes more than one word may be used as a preposition, as "out of" in the sentence

The children went *out of* the house.

The following phrases are frequently used as the equivalents of prepositions, and when so used may be called such.¹

according to	because of	from out
alongside	by means of	in regard to
apart from	by reason of	instead of
as regards	by way of	on account of
as to (or for)	for the sake of	out of

Use some of the above-named prepositional phrases in sentences and tell to what they relate.

MODEL: *That word is pronounced correctly according to Webster.*

"According to" is a phrasal preposition and shows the relation between "Webster" and "is pronounced."

147. Choice of Prepositions. Great care should be taken to use prepositions that exactly express the ideas intended.

¹ To distinguish these from simple prepositions, they are sometimes called phrase or phrasal prepositions.

The following prepositions are frequently misused or misplaced :

1. "In," "at." In general, "in" is used before names of places referred to as having bounds, and "at" before names referred to as fixed points ; as

He lives *in New York at 1000 Broadway.*

2. "In," "into." "In" implies rest, and "into" implies motion ; as

He lives *in the city.*

He went *into the house.*

3. "Beside," "besides." "Beside" means "near to" ; "besides" means "in addition to."

I sat *beside him.*

He had two sons *besides me.*

4. "Between," "among." "Between" is used when speaking of two objects ; "among" when speaking of several objects.

There was a good feeling *between the two boys.*

The master went *among his boys* freely.

148.

EXERCISES

I. Point out the prepositions and prepositional phrases and tell how they are used.

EXAMPLE : "Of" in 1 is a preposition and shows the relation between its object "country" and the noun "citizen."

"Of this country" in 1 is a prepositional phrase and limits "citizen." It is an adjective phrase.

1. Every citizen of this country has a duty to perform.
2. The Pilgrims settled at Plymouth.
3. The Indians came to them from the woods.
4. They brought their bows and arrows with them.

5. They sometimes shot from the thickets.
6. They were surprised at the novel sights.
7. They sometimes shot from behind trees.
8. The Indians had lived in America many thousand years before the Europeans came.
9. Some of them were more savage than others.
10. The most savage Indians lived in the northwestern part of North America.
11. The barbarous Indians lived in the eastern part of the continent, and those who were half civilized lived in the southern part.
12. The religion of the barbarous Indians consisted in the worship of their dead ancestors and of the powers of nature.
13. These powers were looked upon by some as animals.
14. The half-civilized Indians who lived in South America and in the southern part of North America built fortresses of brick.
15. Sometimes they built their fortresses high up on the cliffs like the nests of eagles.

II. Use one of the words that are printed in parenthesis in each of the following sentences, and in the case of pronouns give the reason for your choice :

1. He divided the marbles equally (among, between) four boys.
2. Longfellow was educated (at, in) Bowdoin College.
3. Please put the paper (in, into) the waste-basket.
4. The appearance of the city was different (from, than, to) what I expected. (App. XIII.)
5. How does this school compare in numbers (to, with) the one you attended last year?
6. (Who, whom) (beside, besides) me did you write to while you were in Europe?
7. Why do you always differ (from, with) us when we express our views?
8. I agree (to, with) the proposition you make.
9. We can settle this matter (among, between) (we, us) two.
10. They will wait (on, for) you at dinner.

CHAPTER XII

CONJUNCTIONS

149. Use of Conjunctions. The use of conjunctions (29) is, as we have seen, to connect words or groups of words.

Examine carefully the following sentences and tell what each conjunction connects :

1. I like work and play.
2. I like to work and to play.
3. I think that he should go or stay.
4. I think that he should go or that he should stay.
5. They come from Europe and Asia.
6. They come from Europe and from Asia.
7. He left because it rained.
8. I will go when you go.
9. He may play, but I prefer to work.
10. If it is pleasant, I shall go.
11. I am taller than you.

What two words does "and" in 1 connect ?

What two phrases does "and" in 2 connect ?

Compare the use of "or" in 3 and 4 in respect to what it connects.

In what respect do 5 and 6 differ ?

The conjunction "because" in 7 connects the clause "it rained" with the verb "left."

What does "when" in 8 connect ?

What two clauses does "but" connect in 9 ?

What is the subordinate clause in 10? What is the conjunction and what does it connect ?

What words are understood in 111 ?

Conjunctions are used to connect words, phrases, and clauses, and sometimes to introduce a subordinate clause.

150. Kinds of Simple Conjunctions. 1. From the sentences given in 149 we see that some conjunctions, like "and," "or," "but," connect words or phrases or clauses of equal interest or importance. These are called **Coördinate Conjunctions**.

The principal coördinate conjunctions are

notwithstanding	than	still	further	nor
consequently	also	either	hence	thus
accordingly	and	else	however	so
therefore	both	whence	wherefore	or
moreover	but	neither	otherwise	yet

Use in sentences ten of the above conjunctions and tell what they connect.

MODEL : *I was very tired ; accordingly I left early.*

"Accordingly" is a coördinate conjunction connecting the two clauses "I was very tired" and "I left early."

2. Other conjunctions, like "when," "because," "that," introduce dependent or subordinate clauses and are called **Subordinate Conjunctions**.

The principal subordinate conjunctions are

after	as	although	since	before
albeit	ere	supposing	lest	until
except	in	notwithstanding	than	whereas
unless	for ¹	otherwise	that	whether
because	if	provided	though	while

¹ This word is sometimes used as a coördinate conjunction, as at the beginning of the sentence "For I also am a man set under authority."

Use any of the above conjunctions in sentences and tell what they connect.

MODEL : *After the shower is over, we will go on our way.*

“After” is a subordinate conjunction introducing the subordinate clause “after the shower is over,” and connecting it with “will go.”

151. Conjunctions in Pairs. 1. Conjunctions are sometimes used in pairs, as in the following sentences :

1. *Either* you *or* I must remain.
2. *Though* all men deny thee, *yet* will not I.
3. The judge was *both* learned *and* just.

These conjunctions, “either — or,” “though — yet,” “both — and,” are called **Correlative Conjunctions**.

Other correlative conjunctions are “as — as,” “neither — nor,” “not only — but,” “not only — but also,” “whether — or.”

2. In the use of correlative conjunctions care should be taken to give them the proper place in a sentence. For example, we should say, “They are to meet us either at the post office or at the bank.” Frequently the same thought is incorrectly expressed by placing “either” before “to meet.” Do you know why this is incorrect? What should “either — or” connect?

Point out the correlatives in the following sentences and tell what they connect :

1. He taught us both to read and to write.
2. He not only gave me food, but helped me on my way.
3. He does not know whether he will go *or* [he will] not [go].
4. They will neither give me work nor help me to get work.
5. Henry knows the way as well as John [knows it].

152. Phrasal Conjunctions. 1. Groups of two or three words are sometimes used as conjunctions, as "He walks *as if* he were tired." "*As long as* the weather is good, I shall remain." These expressions, "as if" and "as long as" are sometimes called **Phrasal Conjunctions**. Such conjunctions are generally used to introduce a dependent clause. The phrasal conjunctions in common use are

according as	as if	in order that
as far as	as though	no sooner than
as good as	except that	provided that
as soon as	inasmuch as	so far as
etc.	in case that	so that

2. Point out the conjunctions in the following sentences and tell what they connect :

1. He is as tall as I [am tall].
2. So that we may arrive in time, we will start early.
3. Boys as well as girls will be invited.
4. Inasmuch as the weather is fine, we will take a ride.
5. We will go, provided that the weather is suitable.
6. They will arrive no sooner than we.

153. EXERCISES

I. Point out the coördinate and subordinate conjunctions in the following sentences and tell what they connect :

1. The floods came and the winds blew.
2. Time and tide wait for no man.
3. Give me neither poverty nor riches.
4. Were I not Alexander, I would be Diogenes.
5. Few and short were the prayers we said.
6. Neither this man sinned nor his parents.
7. Thou shalt love thy neighbor as [thou lovest] thyself.

8. Fools rush in where angels fear to tread.
9. Learn to labor and to wait.
10. It was the time when lilies blow,
And clouds are highest up in air.
11. For manners are not idle, but the fruit
Of loyal nature and of noble mind.
12. The old order changeth, yielding place to new ;
And God fulfills himself in many ways,
Lest one good custom should corrupt the world.
13. The splendor falls on castle walls
And snowy summits old in story ;
The long light shakes across the lakes,
And the wild cataract leaps in glory.
14. When I was a beggarly boy
And lived in a cellar damp,
I had not a friend nor a toy,
But I had Aladdin's lamp.

II. By means of conjunctions combine sentences, as indicated, so as to form compound and complex sentences.

EXAMPLE: It is a pleasant day and we will go to ride.
We will go to ride because it is a pleasant day.

1. It is a pleasant day. We will go to ride.
2. He sent for the doctor. He was ill.
3. I did not call for you. It was raining hard.
4. The meeting was postponed. There were few people present.
5. It is a pleasure to walk in the country. The weather is pleasant. The leaves are just coming out.
6. I shall not work to-morrow. I am ill. I can get some one to take my place,
7. They will go to Greece. They may study art there. They may visit places of historical interest.

CHAPTER XIII

GENERAL REVIEW

154. MISCELLANEOUS EXERCISES

NOTE. The reasons for the right construction of a few of the sentences given in this chapter will be found in the Appendix, as indicated.

I. Use the proper form of pronoun ("I," "me," "we," "us," "myself," "ourselves") in each blank and give the reason for your selection.

1. They can do that as well as —.
2. Who borrowed my knife yesterday? —.
3. All have gone away except you and —.
4. Cousin Charles visited my brother and —.
5. It may have been — whom you met.
6. Between you and —, it seems quite out of place.
7. — four boys are going to have a fine time.
8. Would you do it if you were —?
9. If it is necessary I — will go.
10. I do not see how we can justify —.
11. This is not an agreeable thing for you and —.
12. He told John and — to call very soon. (App. IV.)
13. To whom was his question directed, you or —?
14. Who will write the letter, you or —?
15. It was meant for either you or —.

II. Insert the proper form of pronoun ("he," "his," "him," "she," "her," "they," "their," "them," "himself,"

“herself,” “themselves”) in each blank and give the reason for your choice.

1. I believe it was —.
2. I can run as fast as —.
3. Boys like — ought to know better.
4. Where are you and — going next Saturday?
5. Will you let — and me go to the party? (App. IV.)
6. It could not have been — for — were not in town.
7. It was either — or her sister that called.
8. I have not seen John and — together for some time.
9. One after another of the boys told — story.
10. All the boys were very sober as — left the room.
11. It was the queen — whom we saw riding.
12. I knew it to be — from the sound of his voice. (App. IV.)
13. Both of the men hastened to assure the judge that — would be present the next day.
14. England expects every man to do — duty.
15. If any one calls, please tell — that I shall be in soon.
16. Let each of the girls come promptly as — name is called.
17. Every one should be able to control — at all times.
18. Which of the two boys learned — lesson first?
19. Every man and boy did — work as well as — could.
20. Each of the boys must answer for —.

III. Insert the proper form of pronoun (“who,” “whom,” “whoever,” “whomever,” “whomsoever”) in each blank and give the reason for your choice.

1. — did he go with?
2. — did you say wrote the story?
3. — does he intend to invite?
4. I will give the book to — wants it.
5. Is that the lady — you said was here?
6. Mr. A., — Miss B. is engaged to, arrived yesterday.
7. Do you know — you gave the knife to?

8. — do you suppose it was that I saw ?
9. Do you know — I can hire to take care of the lawn ?
10. You may give it to — you please.
11. He was the very man — I afterwards learned was the prisoner.
12. I met Thomas's friend in the park and — do you suppose he took me to be ? (App. VIII, 2.)
13. He is a boy — I know always tells the truth.
14. He is a boy — I know to be truthful. (App. VIII, 2.)
15. You may select — you please.
16. We have not forgotten the friends — we left behind.
17. — returns the lost package will be rewarded.
18. — besides him do you think was sent ?
19. — of all our friends shall we send for ?
20. I will give this book to — most deserves it.

IV. Use in each blank the proper adjective ("this," "that," "these," "those") and give the reason for your selection :

1. How do you like — kind of apples ?
2. May I borrow — scissors for a while ?
3. How much do you sell — oats for ?
4. — news about the steamships is very important.
5. I never liked — kind of goods.
6. Days of — kind are not very plenty.
7. We ought to take out — ashes.
8. Will you allow me to see — memoranda ?
9. I found — spectacles on the floor.
10. Can you weigh me with — scales ?

V. Use the correct form of the verb "be" or "have" ("am," "be," "is," "was," "were," "been," "has," "have," "has been," "have been") in each sentence and give the reason for your choice.

1. Neither of the men — ready to begin.
2. — either of you ever ridden in a balloon ?

3. One of the children — been quite ill.
4. Each lady and gentleman — been invited.
5. I hope that your family — very well.
6. Which of these boys — the older?
7. My friend and classmate — been visiting me.
8. Ten thousand dollars — too much to pay for it.
9. Our club — had four meetings this year.
10. If I — he, I would not think of going.
11. — either your mother or father going with you?
12. The number present — very large.
13. Neither the teacher nor the pupils — late.
14. — your brother or you ever been in Europe?
15. One of my eyes — — troubling me lately.
16. The house with all the furniture — destroyed.
17. She is one of the best cooks that — ever worked for us.
18. He or his friends — believed to be guilty.
19. Every boy and girl that could go — there.
20. Who of you — wrong? (Show why either of two numbers of the same verb can be used here.)

VI. Insert the correct verb or participle in each of the following blanks and give the tense of each :

NOTE. The simple root forms of the verbs or participles to be used are as follows. (For the principal parts, see App. XVI.)

am or be	drink	lay	sing
begin	eat	lie	sit
bid	give	run	throw
break	go	ring	wear
choose	grow	see	work
do	invite	set	write

1. I have not — him to-day, but I — him last week.
2. I — him when he — it.
3. Who — that apple to you that you have just —?
4. The window was — by a stone which was — by William.

5. He would have —— to our party if we had —— him.
6. He —— a ten-mile race last week and has just —— a mile.
7. Every one of the workmen except the two Browns —— nine hours a day.
8. —— any of the girls of the class now ready to recite her lesson?
9. Have you —— all you are going to write upon the subject?
10. I —— two oranges and I —— one of them to my sister.
11. Not less than one hundred dollars —— paid for the horse.
12. Mathematics —— very difficult for me.
13. There —— two sixes in twelve.
14. —— either of you a match?
15. I —— down on the lounge last evening and slept an hour.
16. Not one of all the sailors here —— ever been to sea before.
17. We should have —— into the country to-day, it is so pleasant.
18. Has Charley —— to go to school yet?
19. I choose this seat. Which seat have you ——?
20. I have —— a great deal of water to-day.
21. The children have —— so long in their seats that they cannot —— still.
22. Have you —— the work? Yes; I —— it yesterday.
23. Please —— the dish on the table and let it —— there.
24. How long have you (laid, lain) there?
25. He has just —— the song which you —— last evening.
26. The suit which he —— was nearly —— out.
27. I have —— in this chair two hours. How long have you —— in your chair?
28. He must have —— into the house before you came.
29. I have —— ten letters to-day. Yesterday I —— six.
30. School has already —— . It —— at nine o'clock.
31. The bell has —— . It —— five minutes ago.
32. After a hard day's work they —— down to rest.
33. My father generally —— down after dinner.
34. Will you please —— the lamp on the mantelpiece?

35. Uneasy — the head that — the crown.

36. I — her good-by when the boat left.

37. He has — to be a very tall boy.

VII. Make a choice of the words in parenthesis and give the reason for your choice.

1. (Who, whom) did you see, John or (I, me)?
2. (Who, whom) is it that you want, John or (I, me)?
3. Has every one finished (his, their) exercise?
4. Everybody seemed to be looking out for (himself, themselves).
5. I met a girl (who, whom) I believe was Mary.
6. He expects James or (I, me) to do it. (App. IV.)
7. We all know who it was that broke the window and (who, whom) the teacher accused.
8. The colonel of the regiment with all his men (was, were) captured.
9. Each of the men (receive, receives) (his, their) salary every month.
10. Neither of the officials (seem, seems) to have any idea of honesty.
11. Our fashionable cousins visited my sister and (I, me), (we, us) who live so (plain, plainly).
12. (Is, are) either of those men (who, whom) you spoke of likely to be appointed?
13. (Do, does) he or his brother contest the will of (his, their) father?
14. The resemblance between the two boys (was, were) quite marked.
15. It was Mary (who, whom) you told to come to you, not (I, me).
16. It may have been (she, her) who wrote the article, but I always supposed it to be (he, him). (App. VIII, 2.)
17. If any one should call while I am away, please tell (him, them) that I (shall, will) be at home at four o'clock.

18. Let every book and every pencil and every pen be put in (its, their) proper place.

19. You are not so much to blame as (he, him) that began the quarrel.

20. Every one of my brothers (play, plays) on some musical instrument.

21. He was a (real, really) good boy while he was away.

22. How (beautiful, beautifully) she looks, and how (sweet, sweetly) her voice sounds!

23. Two pounds of beef (was, were) enough for our dinner.

24. (This, these) news (was, were) very exciting.

25. Athletics (is, are) a part of the regular work in some schools.

26. I was glad (to meet, to have met) your friends.

27. He said that none of the children (was, were) entitled to much sympathy.

28. Neither Mr. Smith nor his partners (has, have) yet returned.

29. The voice and manner of the speaker (was, were) very agreeable.

30. It (does n't, don't) make any difference to me whether it rains or not.

31. Every one of the boys in the camp, large and small alike, (go, goes) barefooted.

32. You should invite (he, him) as well as (I, me) to go with you.

33. These trees are very different (from, than, to) what we saw yesterday.

34. I expect to go (in, into) the country next week if it (be, is) pleasant.

35. The money was divided equally (among, between) the three sons.

36. Do you think we (shall, will) have pleasant weather to-day?

37. Let you and (I, me) go by ourselves.

38. They know as well as (we, us) what ought to be done.

39. Of the two brands of flour, which do you regard as the (better, best)?

40. I hope I shall succeed (as, like) he did.

41. Each thought and each act of ours (has, have) (its, their) effect upon our lives.

42. The man you speak of is Mr. Brown, (he, him) who has a large establishment in Philadelphia.

43. A great scholar and statesman (has, have) passed to (his, their) reward.

44. The assembly (is, are) not agreed as to the best means of reaching the difficulty.

45. Whom should we blame for this accident? (They, them) who left the switch open.

46. I (drank, drunk) yesterday more milk than you have (drank, drunk) to-day.

47. Every leaf and every flower (look, looks) as fresh as if (it, they) (was, were) growing in June instead of in August.

48. One or the other of the men (has, have) made a mistake in (his, their) testimony.

49. My brother (lay, laid) his book on the table and then (lay, laid) down on the lounge.

50. Do not (lie, lay) on the desk, but (sit, set) upright.

51. The committee has made (its, their) report.

52. Will either of you boys lend me (your, his, their) knife?

53. This is one of the most interesting subjects that (has, have) ever been presented.

54. You are (exceeding, exceedingly) kind to do this for me.

55. He acted very (different, differently) from his cousin.

56. If I (was, were) (he, him), I would not go any (further, farther).

57. I believe he (dare, dares) not do it.

58. I want you and (he, him) to come with John and (I, me). (App. XIII.)

59. I believe it to be (they, them) who (did, done) it. (App. XIII.)

60. Nothing but detective stories (seem, seems) to interest him.

61. I never quite liked (that, those) sort of men.

62. Let prompt punishment be given to (whoever, whomever) breaks the law.

63. If you were (I, me), which would you choose?

64. If I (was, were) (he, him), I (should, would) not do it.

VIII. Distinguish in meaning between the following expressions in parenthesis :

1. He has (few) (a few) marbles left.
2. I was glad (to see) (to have seen) her.
3. You (must be) (must have been) very tired.
4. If he (is) (were) well, he (will) (would) go away.
5. Your brother looks (good) (well).
6. We arrived home (safe) (safely).
7. He waited (on) (for) the guests.
8. I differ (from) (with) him.
9. I intended (to go) (to have gone) last week.
10. The teacher (shall) (will) be obeyed.
11. You (shall) (will) hear from me to-morrow.
12. We found the path up the mountain quite (easy) (easily).
13. The captain told us that his orders (should) (would) be obeyed promptly.
14. I (should like) (should have liked) (to hear) (to have heard) Lincoln's speech at Gettysburg.
15. I like her better than (he) (him).
16. The public (is) (are) cordially invited.
17. If he (is) (were) present, what (can) (could) he do?
18. I saw one of the boys who (was) (were) here.
19. I cannot help differing (with) (from) him.
20. We (shall) (will) go as soon as he comes.
21. We found our way about the city very (easy) (easily).
22. I can (only go) (go only) once a week.

IX. According to the model given in 58, analyze the following sentences and parse each word :

1. He robs Peter to pay Paul.
2. Ambition makes my little less.
3. To err is human, to forgive divine.
4. Faithful friends are hard to find.
5. To choose time is to save time.
6. Cool shades and dews are round my way.
7. Neither has anything he calls his own.
8. Remember "No cross, no crown."
9. Let us be watchful of our liberties.
10. I come to bury Cæsar, not to praise him.
11. Be patient, for the world is broad and wide.
12. In this place ran Cassius' dagger through.
13. Music hath charms to soothe the savage breast.
14. In this 't is God directs, in that 't is man.
15. A transient calm the happy scenes bestow.
16. Fools who came to scoff remained to pray.
17. Never was a lady of Italy fairer to see in the face.
18. Be true to your word, your work, and your friend.
19. It is easy finding reasons why other people should be patient.
20. Purge your conscience from dead works to serve the living God.
21. When industry goes out of the door, poverty comes in at the window.
22. Show me the man you honor ; I know by that what kind of man you are yourself.
23. Little curly-haired Eppie, the weaver's child, became an object of interest at several outlying homesteads.
24. He that loveth a book will never want a faithful friend, a wholesome counselor, a cheerful companion, an effectual comforter.
25. The gallant Ichabod then spent at least an extra half hour at his toilet, brushing and furbishing up his best, and indeed only,

suit of rusty black, and arranging his locks by a bit of broken looking-glass that hung up in the schoolhouse.

26. He was whistling a lively tune,
As if he were very merry.
27. All that glisters is not gold ;
Often have you heard that told.
28. I loved the brimming wave that swam
Through quiet meadows round the mill.
29. Long may our land be bright
With freedom's holy light.
30. All the world's a stage,
And all the men and women merely players.
31. A little fire is quickly trodden out,
Which, being suffered, rivers cannot quench.
32. Life ! we have been long together,
Through pleasant and through cloudy weather.
33. A king sat on the rocky brow
Which looks o'er sea-born Salamis.
34. Still in thy right hand carry gentle peace,
To silence envious tongues.
35. Hope springs eternal in the human breast ;
Man never is, but always to be, blest.
36. From gold to gray, our wild sweet day
Of Indian summer fades too soon.
37. The robin and the bluebird, piping loud,
Filled all the blossoming orchards with their glee.
38. The charities that soothe and heal and bless
Are scattered at the feet of man like flowers.
39. Exceeding peace had made Ben Adhem bold,
And, to the presence in the room, he said,
"What writest thou?"
40. Leaves have their time to fall
And flowers to wither at the north wind's breath.
41. The vessel, now tossed
Through the low-trailing rack of the tempest, is lost.

42. Stone walls do not a prison make,
Nor iron bars a cage.
43. I am monarch of all I survey ;
My right there is none to dispute.
44. All that wealth e'er gave
Awaits alike th' inevitable hour.
45. To mourn a mischief that is past and gone
Is the next way to draw new mischief on.
46. Habits are soon assumed, but when we strive
To strip them off, 't is being flayed alive.
47. The gray-eyed morn smiles on the frowning night,
Checkering the eastern clouds with streaks of light.
48. From peak to peak the rattling crags among,
Leaps the live thunder.
49. Blaze, with your serried columns! I will not bend the knee;
The shackles ne'er again shall bind the arm which now is free.
50. Clad in doublet and hose, and boots of Cordovan leather
Strode with a martial air Miles Standish, the Puritan captain.
51. Merrily, merrily shall I live now
Under the blossom that hangs on the bough.
52. O wad some power the giftie gie us,
To see oursels as ithers see us.
53. A light wind blew from the gates of the sun,
And waves of shadow went over the wheat.
54. O welcome, pure-eyed Faith, white-handed Hope,
Thou hovering angel, girt with golden wings !
55. Rest is not quitting the busy career ;
Rest is the fitting of self to its sphere.
56. Where ignorance is bliss,
'T is folly to be wise.
57. O ! it is excellent
To have a giant's strength, but it is tyrannous
To use it like a giant.
58. The breaking waves dashed high
On a stern and rock-bound coast,

- And the woods against a stormy sky
Their giant branches tossed.
59. Ay, call it holy ground,
The soil where first they trod ;
They have left unstained what there they found, —
Freedom to worship God.
60. What we gave, we have ;
What we spent, we had ;
What we left, we lost.
61. The merry linnet knew me,
The squirrel knew me, and the dragon fly
Shot by me like a flash of purple fire.
62. The roses are a regal troop,
And modest folk the daisies ;
But bluebells of New England,
To you I give my praises.
63. I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.
64. Black shadows fall
From the lindens tall
That lift aloft their massive wall
Against the southern sky.
65. We should count time by heart-throbs when they beat
For God, for man, for duty. He most lives
Who thinks most, feels the noblest, acts the best.
66. His solemn manner and his words
Had touched the deep mysterious chords
That vibrate in each human breast.
67. A single horseman rode at the head of the party, his bright
arms catching a glance of the October sun as he moved steadily along.
68. The Turk was dreaming of the hour
When Greece, her knee in suppliance bent,
Should tremble at his power.

69. By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world.
70. Lord of the universe! shield us and guide us,
Trusting thee always, through shadow and sun!
Thou hast united us, who shall divide us?
Keep us, O keep us, the many in one.
71. When beechen buds begin to swell,
And woods the bluebird's warble know,
The yellow violet's modest bell
Peeps from the last year's leaves below.
72. Speak! speak! thou fearful guest!
Who with thy hidden breast
Still in rude armor drest,
Comest to daunt me.
73. The Mountain and the Squirrel
Had a quarrel,
And the former called the latter "Little Prig."
74. Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and o'er the lea,
That's the way for Billy and me.
75. I come from haunts of coot and hern:
I make a sudden sally
And sparkle out among the fern,
To bicker down a valley.
76. Then Iagoo, the great boaster,
He the marvelous story-teller,
He the traveler and the talker,
He the friend of old Nokomis,
Made a bow for Hiawatha.
77. At the door on summer evenings
Sat the little Hiawatha;
Heard the whispering of the pine trees,

Heard the lapping of the waters,
Sounds of music, sounds of wonder.

78. One by one thy duties wait thee ;
Let thy whole strength go to each ;
Let no future dreams elate thee,
Learn thou first what these can teach.
79. To gild refinèd gold, to paint the lily,
To throw a perfume on the violet,
To smooth the ice, or add another hue
Unto the rainbow, or with taper-light
To seek the beauteous eye of heaven to garnish,
Is wasteful and ridiculous excess.
80. Strange to me now are the forms I meet
When I visit the dear old town.
But the native air is pure and sweet,
And the trees that o'ershadow each well-known street
As they balance up and down,
Are singing the beautiful song,
Are sighing and whispering still :
" A boy's will is the wind's will
And the thoughts of youth are long, long thoughts."
81. Fourscore and seven years ago our fathers brought forth on
this continent a new nation, conceived in liberty and dedicated to
the proposition that all men are created equal.
82. When I was a child, I spake as a child, I understood as a
child, I thought as a child ; but when I became a man, I put away
childish things.
83. The greatest man is he who chooses the right with the
most invincible resolution ; who resists the sorest temptations from
within and without ; who bears the heaviest burdens cheerfully ;
who is calmest in storms, and most fearless under menaces and
frowns ; whose reliance on truth, on virtue, and on God is most
unfaltering.
84. Thou, too, sail on, O Ship of State !
Sail on, O Union, strong and great !

Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!
We know what Master laid thy keel,
What Workmen wrought thy ribs of steel,
Who made each mast, and sail, and rope,
What anvils rang, what hammers beat,
In what a forge and what a heat
Were shaped the anchors of thy hope!

85. This lovely land, this glorious liberty, these benign institutions — the dear purchase of our fathers — are ours; ours to enjoy, ours to preserve, ours to transmit. Generations past and generations to come hold us responsible for this sacred trust.

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86. Our fathers, from behind, admonish us with their anxious paternal voices: posterity calls out to us from the bosom of the future: the world turns hither its solicitous eyes: all, all conjure us to act wisely and faithfully, in the relation which we sustain. We can never indeed pay the debt which is upon us; but by virtue, by morality, by religion, by the cultivation of every good principle and every good habit, we may hope to enjoy the blessing through our day and leave it unimpaired to our children.

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APPENDIX

NOTE TO TEACHERS. This Appendix is intended for reference only. If it is used for purposes of study, pupils should be required to apply the facts learned by pointing out their significance in selections from their reading books and by constructing illustrative sentences.

I

PARTS OF SPEECH

Constant attention should be called to the fact that the use or function which a word has in a sentence determines the class to which it belongs, and that, therefore, the same word may be used as any one of two or three parts of speech.

With this view of the classification of words we frequently find it difficult to name the part of speech to which a word properly belongs. For example, in the sentence "He is present," "present" may be properly regarded as an adjective. But the word "here" in the equivalent sentence "He is here" would, by most persons, be regarded as an adverb of place. The same uncertainty exists in the classification of such words as are italicized in the following sentences :

They came from *abroad*.

Even he may sometimes err.

He is very able *as* a lawyer.

What real good does it do?

Hope springs *eternal* in the human breast.

The really important matter in the classification of doubtful words is not so much coming to a definite conclusion, as trying to see their exact use or function in the sentence. This process is aided sometimes by supplying needed words in the sentence or by using equivalent words.

The following notes may be of some assistance in naming the parts of speech. Some of the items refer to points already treated and some of them refer to what is given in other parts of the Appendix.

1. *Nouns.* Words which are commonly used as adjectives and adverbs may be used as nouns, as shown in the following examples :

None but the *brave* deserve the *fair*.
Now is the time to make a beginning.
 North of *here* there is a dense forest.

Phrases, clauses, and words which are used as mere names may be used as nouns, as in the following examples :

To live to the truth is one's duty.
Living to the truth is one's duty.
That one should live to the truth is evident.
 "*I will live to the truth*" was his motto.

2. *Pronouns.* "As" and "but" are commonly used as conjunctions, yet are sometimes used as relative pronouns, as in the following sentences :

You must take such as we have.
 Our books are the same as yours.
 There was no man but would have gone.

The expressions "each other," "every other," "no other," "one another," may be parsed as compound indefinite pronouns. Thus in the sentence "They did not speak to each other," "each other" may be regarded as the object of "to," though strictly "each" is in apposition with "they" and "other" is the object of "to." The sentence expanded would be "They each did not speak to the other."

The compounds of "one," as "any one," "some one," etc., may also be parsed as single words. Thus in the sentence "I saw some one in the room," "some one" may be regarded as an indefinite pronoun in the objective case, object of "saw."

3. *Adjectives.* Words may be used as adjectives which are commonly used as nouns, adverbs, and prepositions ; as, for example,

I have a *gold* watch.

He will come on the *down* train.

You may remember this in *after* years.

4. *Verbs.* Words that are commonly used as nouns and adjectives are sometimes used as verbs with little or no change of form ; as,

How did you *word* that letter ?

Will you please *black* my shoes ?

5. *Adverbs.* Words that are commonly used as nouns, adjectives, and prepositions may be used as adverbs ; as,

I am going *home*.

Do not speak so *loud*.

He passed *by* without speaking.

6. The use of the same word in different relations is illustrated further by the following examples :

- | | | |
|----------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Above | { | <p><i>a.</i> Noun : He comes from above.</p> <p><i>b.</i> Adjective : They live in the room above.</p> <p><i>c.</i> Adverb : You may go above.</p> <p><i>d.</i> Preposition : She went above him.</p> |
| 2. After | { | <p><i>a.</i> Adjective : His cabin is in the after part of the ship.</p> <p><i>b.</i> Adverb : He started soon after for home.</p> <p><i>c.</i> Preposition : He went after water.</p> |
| 3. All | { | <p><i>a.</i> Noun : She gave her all to charity.</p> <p><i>b.</i> Indefinite pronoun : All of them are in school.</p> <p><i>c.</i> Adjective : He was kind at all times.</p> <p><i>d.</i> Adverb : It is all right for you to do this.</p> |
| 4. Any | { | <p><i>a.</i> Pronoun : Any of them can do this.</p> <p><i>b.</i> Adjective : Any one may answer who knows.</p> <p><i>c.</i> Adverb : He is not any worse to-day.</p> |

5. As { *a.* Relative pronoun; used frequently after "such," "many," and "same": I respect such as respect themselves.
b. Adverb: He could not so much as move his head.
c. Subordinate conjunction: I saw him as he went by.
d. Part of a conjunctive phrase: He walks as if he were old.
6. Before { *a.* Adverb: I have been here before.
b. Preposition: Do not go before them.
7. But { *a.* Relative pronoun: There is not a man but (that not) knows it.
b. Adverb: He is but (only, merely) a child.
c. Preposition: They all went but (except) him.
d. Conjunction (coördinate): He is poor but honest; (subordinate) Who knows but (that not) he would do it?
8. Enough { *a.* Noun: I have enough for all.
b. Adjective: There are men enough here.
c. Adverb: He is old enough to know better.
9. Fast { *a.* Noun: The fast continued two days.
b. Adjective: He proved to be a fast friend of mine.
c. Verb: They fast once every week.
d. Adverb: The horse ran very fast.
10. Full { *a.* Adjective: The pail was full.
b. Adverb: Full well you know the story.
(Also used as noun and verb. See dictionary.)
11. Hard { *a.* Adjective: The task is a hard one.
b. Adverb: He worked hard all day.
12. Like { *a.* Noun: I shall not look upon his like again.
b. Adjective: They are working under like conditions.
c. Verb: Children like to imitate others.
d. Preposition: It sounds like a thrush.
13. Little { *a.* Noun: I have a little.
b. Adjective: I have a little piece.
c. Adverb: It matters very little.
14. More { *a.* Noun: I do not wish any more.
b. Adjective: Shall you buy more coal?
c. Adverb: He will come no more.

15. Near { *a.* Adjective: He is a very near friend.
b. Adverb: Please remain near by.
c. Verb: The ships near the land.
d. Preposition: They are near me.
16. Needs { *a.* Noun: Their needs were supplied.
b. Verb: He needs me to take care of him.
c. Adverb: He must needs go away.
17. Only { *a.* Adjective: It was the only one left.
b. Adverb: I do not sing; I only play.
18. So { *a.* Adverb: I am so glad you came.
b. Conjunction: So we go slowly it does not matter.
c. Interjection: So! so, boss! so! so!
19. That { *a.* Relative pronoun: This is the book that you lost.
b. Demonstrative pronoun: This is better than that.
c. Pronominal adjective: That book is mine.
d. Conjunction: I think that I shall go.
20. The { *a.* Article: The boy has gone.
b. Adverb: The more the better say I. (Some grammarians call "the" in such a sentence as this an adjective.)
21. What { *a.* Relative pronoun: I do not know what he wants.
b. Interrogative pronoun: What do you wish?
c. Adjective: What book do you want?
d. Adverb: What fine weather we are having!
e. Interjection: What! Are you going already?
22. While { *a.* Noun: It is n't worth while.
b. Verb: I shall while away the time.
c. Conjunctive adverb: I shall remain while the weather is pleasant.

II

CASE RELATIONS AND FORMS

Case has been defined as "that form or use of a noun or pronoun by which its relation to other words in a sentence is known" (96).

If modern English were an inflected language, as Old English was and as some foreign languages are at the present time, the

definition of case might be made to refer to the form only of a noun or pronoun. This indeed is the idea expressed by many grammarians in their definitions. But such a definition as applied to nouns would permit the use of but one case, or at most two cases, since there is but one modification of the simple form of nouns to express relation.

Most pronouns, however, change their form to denote relations, and therefore by the test of form only they would have three distinct cases. In view of these inflectional changes of pronouns, and in view also of the possible help which a knowledge of grammatical relations gives in learning a new language, it is thought best to base the idea of case upon the uses as well as upon the forms of nouns and pronouns. It seems advisable, however, to limit the number of cases to three, rather than to make the number correspond to the number of relations which nouns and pronouns have in the sentence. Since the relations of nouns and pronouns are a dozen or more, it is manifest that one or more of the cases will be made to denote several relations. The more important case relations of substantives are shown in the following outline :

- | | | |
|--------------------------------------------------|---|--------------------------------------------------------------------|
| 1. The subject of a sentence (33-40, 70) | } | <i>Nominative
Case</i> |
| 2. A subjective complement (45, 70) | | |
| 3. An independent element (absolute) (App. III) | | |
| 4. A term of address or exclamation (App. III) | | |
| 5. A modifier indicating possession or kind (74) | } | <i>Possessive
Case</i> |
| 6. The direct object of a verb (42, 72) | | |
| 7. The indirect object of a verb (43, 72) | } | <i>Objective
Case</i> |
| 8. An objective complement (App. V) | | |
| 9. The object of a preposition (27, 72) | | |
| 10. The subject of an infinitive (App. IV) | | |
| 11. An expression of measure or time (App. VI) | | |
| 12. An appositive (76, 77) | } | <i>Case is the
same as the
limited noun
or pronoun</i> |

The relations given above which have not been fully explained in the sections indicated will be considered in separate parts of the Appendix.

III

NOMINATIVE INDEPENDENT

1. *By Address (Vocative)*. In such sentences as "Charles, come here," "Drink, pretty creature, drink," "Charles" and "creature" are said to be in the **Nominative Case by Address**. Nouns so used are sometimes referred to as being in the **Vocative Case**.

The following sentences illustrate this use of the noun or pronoun:

1. The fault, dear *Brutus*, is not with our stars.
2. I will avenge this insult, noble *queen*.
3. O *thou* that hearest prayer, unto thee shall all flesh come.
4. Blessings on thee, little *man*,
Barefoot *boy*, with cheek of tan!

2. *By Exclamation*. In the sentences "The Pilgrim Fathers! where are they?" "O unhappy I! whither shall I flee?" "Fathers" and "I" are used in an exclamatory way and are therefore in the **Nominative Case by Exclamation**. This use of nouns and pronouns is further shown as follows:

1. Alas, poor *Yorick*! I knew him, Horatio.
2. A *horse*! A *horse*! My kingdom for a horse!
3. Give ear, *ye heavens*, and I will speak.
4. My *country*! 't is of thee,
Sweet land of liberty,
Of thee I sing.

In the sentence "Ah *me*! what can I do now?" there is an apparent exception to the rule that pronouns used in exclamation must be in the nominative case. This use of the pronoun in the objective case may be explained by regarding the expression "Ah

me!" as an elliptical sentence, "me" being the object of some verb (as "pity") understood.

3. *Absolute*. The case of a noun or pronoun in a group of words somewhat independent of the rest of the sentence, but not by address or exclamation, is called **Nominative Absolute**, as in the following sentences :

1. The *hour* being late, we retired.
2. The *storm* having abated, we went on our way.
3. The *building* having been finished, the workmen went home.
4. Next Anger rushed, his *eyes* on fire.
5. He left my side,
A summer *bloom* on his fair cheek, a *smile*
Parting his innocent lips.

It will be observed that in the first three sentences and in the last group of words some form of the participle is used with the noun. In the other examples the participle may be regarded as understood, thus "his eyes (being) on fire," "A summer bloom (being) on his fair cheek."

IV

THE SUBJECT OF AN INFINITIVE

In the sentence "I believe him to be truthful," the object of the verb is "him to be truthful," being equivalent to "that he is truthful." The pronoun "him" is in the objective case because it is the subject of the infinitive "to be." The same construction is shown in the following sentences :

1. I saw him go.
2. They declared him to be insane.
3. They ordered us to leave at once.
4. He forbade them to remain longer.

Care should be taken to distinguish between the uses of the pronoun in such sentences as "I saw him go" and "I told him to go."

"Him" in the first sentence is the subject of the infinitive "go," because the two words taken together is the object of the verb "saw." In the second sentence "to go" is the direct object of "told" and "him" the indirect object.

V

OBJECTIVE COMPLEMENT

The sentence "They called the boy clever" means the same as "They called clever the boy." In both cases "called clever" must be considered as the simple predicate; for neither "called" nor "clever" can be used alone as the predicate. "Clever" is the completing part of the predicate, and is therefore called a complement. It is an adjective and belongs to "boy"; and because "boy" is used in an objective relation (object of "called"), its attribute "clever" is said to be an **Objective Complement**.

In the sentence "They made Mr. Harrison President," "made President" is the simple predicate, "Mr. Harrison" being the direct object of "made" and "President" the objective complement.

The use of the objective complement appears in the following outline:

SUBJECT	COMPLETE PREDICATE		
	SIMPLE PREDICATE	OBJECTIVE COMPLEMENT	OBJECT
They	called	clever	(the) boy.
(The) people	made	President	Mr. Harrison.

Point out the objects and objective complements in the following sentences, arranging as many of the sentences as you can in an outline, as given above:

1. They called the boy John.
2. They dyed the gloves black.
3. She ironed the cloth smooth.
4. His illness made him weak.

5. They have chosen me captain.
6. The maid wrung the clothes dry.
7. He made his sister very unhappy.
8. We have appointed him our agent.
9. Do you think him very wealthy?

VI

ADVERBIAL OBJECTIVES

He went away last *night*.
 The room is thirty *feet* long.
 You might have come two *hours* sooner.

In the above sentences observe that the nouns "night," "feet," and "hours" have some properties of an adverb, inasmuch as they express measure either of distance or time and modify respectively a verb, an adjective, and an adverb. From this fact and from the fact that such nouns, formerly in English and at present in some foreign languages, are put in an objective form, they are said to be **Adverbial Objectives**. The following sentences further illustrate this use of nouns:

1. I have been in Europe three *times*.
2. This box is two *feet* longer than that.
3. His horse came full *speed* towards us.
4. They watched by his bedside all *night* long.
5. It will be all the same a hundred *years* hence.

VII

APPOSITIVES

1. Pronouns (80), like nouns, are sometimes used to limit nouns and pronouns and are by apposition in the same case, as shown in the following sentences:

We were boys together, you and I.
 He came to see us off, Henry, William, and me.
 Please ask Master Brown to come to the desk, him who came in late.

2. When two possessives are in apposition they may both have the sign of possession, as shown in **77**, or the possessive ending may be added to the appositive only; as

He called at the Secretary of State, Mr. Hay's office.

VIII

COMPLEMENTS OF PASSIVE VERBS AND INFINITIVES

1. In addition to the common use of the subjective complement, explained in **45**, there is its use following a verb in the passive voice, as in the sentences

They are called Indians.

He was accounted wise.

Here "Indians" is in the nominative case, and "wise" belongs to the subject "he," both being subjective complements.

The following sentences illustrate this construction:

1. Grant was made general of the army.
2. John Hay was appointed secretary of state.
3. William Henry Harrison was elected President.
4. He was thought honest by the directors.

2. Note that the subjective complements in the above sentences are the objective complements of the active verbs, as

We called them Indians.

We account him wise.

In the same way change the other sentences.

3. In general the copulative verbs "be," "become," "seems," etc., take the same case after them as before them when the substantives mean the same persons or things. In the sentence "We wanted him to become our leader," "to become" is a copulative verb followed by "leader," which is in the objective case, agreeing with "him," the subject of the infinitive (App. IV).

There is the same construction in the following sentences :

I knew it to be him.

We supposed it to be them.

I did not believe it to be her.

IX

FORMS DENOTING POSSESSION AND KIND

1. *Exceptions to rules for the formation of possessives (74).*

a. Some singular nouns ending in "s," contrary to the rule, add only the apostrophe to the singular to form the possessive, such as are shown in the following examples :

He fell down at Jesus' feet.

They obeyed Moses' laws to the letter.

Sophocles' tragedies were acted in Athens.

The awkward or improper pronunciation of these possessives would be avoided by the use of limiting phrases, as "The tragedies of Sophocles," etc.

b. The possessive of nouns ending in "ss" and "nce" is generally formed by the addition of the apostrophe only, as

For goodness' sake let him go.

They came to America for conscience' sake.

2. *Restricted use of the inflected possessive.* In most instances two forms of possession are correct, the inflected form and the phrase form. Thus we may say, "the feet of the horse" or "the horse's feet," "Nature's laws," or "the laws of Nature." But sometimes the phrase form is to be preferred, as "the width of the house," not "the house's width." There is no rule which can be called an absolute guide in the use of these forms, but generally the inflected possessive is to be preferred when actual or imagined possession is denoted. We should say, for example, "Mr. Smith's boys" rather than "the boys of Mr. Smith," and "the boys of New York" rather than "New York's boys." It should be said that the phrasal

and possessive forms do not necessarily mean the same thing. The words "Mr. Smith's picture" is likely to mean a picture belonging to Mr. Smith, while "the picture of Mr. Smith" means his portrait.

Other reasons might be given for the choice of the phrasal form in expressing kind, such as considerations of euphony. For example, we should say, "the orations of Demosthenes" and "the tragedies of Euripides" rather than "Demosthenes' orations" and "Euripides' tragedies."

3. *The possessive form preceded by "of."* The possessive form of nouns or pronouns preceded by "of," as "that picture of Brown's," "this book of mine," may be regarded as a peculiar idiom which originated from a mixture and confusion of a pure possessive and an adjective phrase.

There appears to be a difference of opinion among grammarians as to the function of the possessive in such a phrase. Some are inclined to regard the phrase "of Brown's" simply as a noun phrase used like an appositive adjective limiting "picture" without attempting to parse the possessive "Brown's." Others regard the entire expression "that picture of Brown's" as an abbreviated form of "that picture (one) of Brown's pictures," thus making "Brown's" a possessive limiting "pictures" understood and "of" governing "pictures."

Whatever the difficulty of parsing the words of this idiom, its continued use may be defended on the ground that its meaning is sometimes different from that of the adjective phrase without the possessive noun or pronoun. Thus "that picture of Brown's" clearly refers to a picture which he owns or has painted, whereas "that picture of Brown" as clearly refers to his portrait.

4. *The possessive forms "mine," "thine," etc.*

a. The possessive forms "mine," "thine," "his," "hers," "ours," "yours," "theirs," are generally used as adjective pronouns, being substitutes for a noun and its possessive modifier. Thus "This hat is *mine*" is equivalent to "This is *my hat*." "Yours is on the table" means "*your hat* is on the table."

Therefore, though possessive in form, these words thus used have really the relation of subject, object, or subjective complement, and should be parsed as such. The following sentences illustrate their use in these various relations :

1. Your book is old ; *mine* is new.
2. The country is *theirs* as well as *ours*.
3. He has my hat ; I have *his*.
4. My paper has given out ; may I have some of *yours* ?

b. The idiom "of mine," in such expressions as "this pen of mine," is variously regarded by grammarians. Some explain it by supplying an ellipsis, as "this pen of my pens"; some consider "mine" in such a construction as an adjective pronoun, the object of "of"; and some regard the phrase "of mine" as equivalent to "belonging to me," and therefore a possessive phrase.

c. In earlier English and in poetry the forms "mine" and "thine" are used instead of "my" and "thy," particularly before nouns beginning with a vowel, as

Shall I not take mine ease?
 Look then into thine heart.
 Mine eyes have seen the glory of the coming of the Lord.

X

THE USE OF "SHALL," "WILL," "SHOULD," AND "WOULD"

1. In the ordinary use of the words "shall," "will," "should," and "would," two rules will be helpful :

a. To denote simple futurity "shall" is used in the first person and "will" in the second and third, as

I (we) *shall* go to-morrow.
 You (he, they) *will* go to-morrow.

b. To denote a promise or determination of the person speaking "will" is used in the first person and "shall" in the second and third, as

1. I *will* go if you want me to [assent or promise].
2. We *will* go to-morrow [determination].
3. You (he) *shall* have the book by to-morrow [promise].
4. You (he) *shall* go to-morrow [determination].

2. In questions "shall" or "will" is used according to the reply expected. Thus, to ask of a friend about some future plan, one may say, "Shall you go away this summer?" "Shall" is used because the answer expected is "I shall" (or "shall not"). If "will" is expected in the answer, the question may be, "Will your friend go with you?" or "Will you come to see me to-morrow?" In questions of the first person, however, "shall" should be used even though "will" is expected in the answer, as "Shall we go too?"

3. *a.* In subordinate clauses introduced by "that," the auxiliaries "shall" and "will" are used as in independent sentences, provided the subject of the dependent clause represents a *different* person or thing from that of the principal clause, as

John says that his brother *will* remain.
He thinks that we *shall* not stay long.

b. In all other dependent clauses "shall" is used in all persons to express simple futurity and "will" to express a promise or determination, as

1. May says that she *shall* be there three weeks longer.
2. She says that she *will* return just as soon as she can.
3. We have promised him that we *will* do better in future.
4. If they *will* lay down their arms within ten days we will forgive them.

In each of the first three sentences above the subjects of the dependent and principal clauses denote the same person or persons.

4. The rules for the use of "shall" and "will" apply generally to "should" and "would," as is shown in the following sentences :

- | | |
|--------------------------------------------------|----------------------|
| 1. I (we) <i>should</i> go [futuraity] | } even if it rained. |
| 2. You <i>would</i> go [futuraity] | |
| 3. He (they) <i>would</i> go [futuraity] | |
| 4. I (we) <i>would</i> go [futuraity] | |
| 5. You <i>should</i> go [authority] | |
| 6. He (they) <i>should</i> go [authority] | |
| 7. Where <i>should</i> I go if I had no home? | |
| 8. Where <i>would</i> you go if you had no home? | |
| 9. Where <i>would</i> he go if he had no home? | |

"Should" is sometimes used in the sense of "ought" in all persons, as

He *should* be more considerate of others.

I *should* have done the work better.

"Should" is often used to soften what otherwise would be an abrupt and emphatic assertion, as

I *should* advise you to be more careful.

"Would" sometimes expresses a habit, wish, or determination, as

He *would* sometimes talk to himself.

Would that he were with us.

He *would* play truant, although he knew he should be punished for it.

XI

TENSES

1. *Tense forms and meanings.* There are many instances in which the tense of verbs is known only from their meaning or from their use in sentences. This is true of verbs whose present and past forms are the same, as "beat," "cast," "cost," "cut," and many others. It is also true of some verbs expressing a wish and of some verbs in conditional sentences and clauses, as in the following sentences :

1. Thy kingdom *come* [future].
2. We *are going* [future] next week.
3. We *leave* [future] to-morrow morning.
4. I wish I *were* [present] a bird.
5. If he goes [future] to-morrow I shall go.
6. Were [present] he here, we would [present] read together.
7. Should [future] it rain to-morrow, I could [future] not go.

2. *Sequence of tenses.* The tense of infinitives and of verbs in dependent clauses must be such as is required by the tense of the principal verb. For example, it is correct to say, "I was glad to have seen him," if the seeing preceded the feeling of gladness; but if, as is more likely, the speaker intended to say that the glad feeling was at the time of the seeing, the sentence is incorrect and should be "I was glad to see him."

Similarly, we should say, "We intended to go" (not "to have gone").

"I should like to meet him" or "I should have liked to meet him" (not "to have met him").

The sentence "I hoped that I could have gone" is incorrect because the time expressed by "could have gone" is earlier than that expressed by "hoped," which is manifestly impossible. The following sentences illustrate the correct use of tenses in subordinate clauses :

1. He says that he is coming to-day.
2. He says that he will come to-morrow.
3. He will say that he is coming to-day.
4. He will say that he will come to-morrow.
5. He speaks distinctly so that he may be understood.
6. He has spoken distinctly so that he may be understood.
7. He will speak distinctly so that he may be understood.
8. He spoke distinctly so that he might be understood.
9. You could speak distinctly if you desired to do so.
10. He said that he had finished the work.
11. He had said that he would do the work.
12. If I had had time I would have gone.

From the above examples the following general rule may be made for the use of verbs in subordinate clauses :

a. Present, present perfect, and future tenses in the principal clause are followed by the present, present perfect, and future indicative, and present subjunctive in the subordinate clause.

b. Past and past perfect tenses in the principal clause are followed by the past and past perfect tenses in the subordinate clause.

An apparent exception to the rule occurs in those sentences in which what is customary or what is always true is expressed in the subordinate clause, as "He said that the earth is round." In these sentences verbs in the present tense are used to follow those in the past.

XII

ADVERBS

1. *Adverbial and adjective relations.* By following the rule for the use of adjectives after certain verbs (45, 142) errors are likely to be avoided ; but sometimes it is difficult to distinguish the adjective and adverbial uses of words, as, for example, in the sentence "He looks well." Some would say that the word "well" is used here as an adjective if it is a matter of health and as an adverb if it is a matter of good looks. Other words having all the appearance of adverbs but having the force and value of predicate adjectives are found in such sentences as

1. The sun is *down*.
2. The moon is *up*.
3. The stars are *out*.
4. I was *here*, but you were *away*.

2. *Modal adverbs and responsiveness.* Adverbs are sometimes used to show how the thought is regarded by the speaker, as "probably" in the sentence "He will probably be elected." A word so used is called a **Modal Adverb**. Other modal adverbs are

accordingly	certainly	indeed	noways	possibly	therefore
consequently	hence	not	perhaps	surely	wherefore

"No" and "yes" are by some grammarians regarded as modal adverbs. They seem to stand for whole sentences and therefore may be called *Responsives*.

3. *Position of the adverb*. An adverb should be placed in the sentence as near as possible to the word it modifies. The same is true of an adverbial phrase or clause.

This rule is frequently violated, especially in the use of

only	solely	scarcely ever	never
not	ever	at any rate	at least

Note the meaning of "only" in the following sentences :

I only bought two yards. (Modifying "I" or "bought.")

I bought only two yards. (Modifying "two.")

Observe the position and use of the italicized words in the following sentences :

1. I *never* thought he would go.
2. I thought he would *never* go.
3. He was *not* angry because he was punished.
4. He was angry *not* because he was punished.
5. I *never* remember to have had a better time.
6. I cannot remember to have *ever* had a better time.

XIII

PREPOSITIONS

1. The object of a preposition may be a noun or pronoun or any word or group of words used as a noun. Thus the object may be

a. An adjective or adverb used as a noun, as

He went from *bad* to *worse*.

Until *then* he behaved himself.

b. A phrase, as

The mouse came from *under the bureau*.

c. A clause, as

From *what I saw*, I judged that it was not a fit place for children.

The italicized expressions above should be parsed as substantives in the objective case.

2. Note the peculiar use of the prepositions in the following expressions: ¹

Agree to (a proposal): They agree to the proposition.

Agree with (a person): Agree with thine adversary quickly.

Compare to (likeness): We may compare the life of a man to a river.

Compare with (relative value): Compare Lincoln with Washington.

Consist in (nature): His power consists in a certain reserve.

Consist of (parts): The plant consists of root, stem, and leaves.

Differ from { not "to" } He differs from his brother.

Different from { or "than" } He is different from his brother.

Differ with (in reference to opinions): He differs with me always.

Taste for (art): She has no taste for music.

Taste of (food): Please taste of this bread.

Wait for (await): We will gladly wait for you.

Wait on (attend on): The girl waited on the table.

XIV

ELLIPTICAL SENTENCES

The omission of some part of a sentence is allowable whenever such omission does not obscure the sense. In all such cases a knowledge of the grammatical construction of the shortened sentence implies that the word or words omitted are understood. Pupils should be given practice in supplying the omitted parts.

The following omissions occur both in literature and in common speech:

1. The subject of a sentence or clause, as
[Thou or you] close the door. 'T is that [which] gives me courage.
2. The predicate of a sentence or clause, as
Why [is] this hesitation? He is taller than I [am tall].

¹ For the use of other prepositions sometimes misused, see 147.

3. The object of a verb or preposition, as
The work [which] he did was poor.
You have my book and I have my brother's [book].
4. The antecedent of a relative pronoun, as
[He] who steals my purse, steals trash.
5. An infinitive, as
I am afraid that I cannot do it, but I will try [to do it].
6. A participle used with the nominative absolute, as
His family and friends [being] around him, he was very happy.
7. A preposition, as
He departed [from] this life last year.
8. A subordinate conjunction, as
He says [that] he will come to-morrow.
9. A phrase, as
That is the way [by which] you should go.
10. Both subject and predicate of a clause, as
While [he was] here, he did well.

XV

DECLENSION OF NOUNS AND PRONOUNS

	SINGULAR	PLURAL	SINGULAR	PLURAL
<i>Nominative</i>	boy	boys	woman	women
<i>Possessive</i>	boy's	boys'	woman's	women's
<i>Objective</i>	boy	boys	woman	women
	SINGULAR	PLURAL	SINGULAR	PLURAL
<i>Nominative</i>	I	we	thou, you	ye, you
<i>Possessive</i>	{ my { (mine) ¹	{ our { (ours) ¹	{ thy { (thine) ¹	{ your { (yours) ¹
<i>Objective</i>	me	us	thee, you	ye, you

¹ For an explanation of this form, see App. IX, 4.

	SINGULAR			PLURAL
	MASC.	FEM.	NEUT.	ALL GENDERS
<i>Nominative</i>	he	she	it	they
<i>Possessive</i>	his	{ her (hers) ¹	its	{ their (theirs) ¹
<i>Objective</i>	him	her	it	them

SINGULAR AND PLURAL FORMS THE SAME

<i>Nominative</i>	who	which	that	what
<i>Possessive</i>	whose	(whose)		
<i>Objective</i>	whom	which	that	what

	SINGULAR	SINGULAR	PLURAL
<i>Nominative</i>	one	other	others
<i>Possessive</i>	one's	other's	others'
<i>Objective</i>	one	other	others

XVI

LIST OF IRREGULAR VERBS

This list comprises those verbs whose forms for the past tense or past participle are preferably irregular. That is, it does not contain any verb whose *preferred* forms for the past and past participle are regular. A star following any word indicates that the regular form is allowed, although not preferred. The dictionary should be consulted in doubtful cases.

PRES.	PAST	PAST PART.	PRES.	PAST	PAST PART.
abide	abode	abode	begin	began	begun
am (be)	was	been	behold	beheld	beheld
arise	arose	arisen	bend	bent	bent
awake	awoke *	awaked	beseech	besought	besought
bear (to bring forth)	bore	born	bet	bet *	bet *
bear (to carry)	bore	borne	bid	{ bade bid	{ bidden bid
beat	beat	beaten	bind	bound	bound

¹ For an explanation of this form, see App. IX, 4.

PRES.	PAST	PAST PART.	PRES.	PAST	PAST PART.
bite	bit	{ bitten bit	fly	flew	flown
bleed	bled	bled	forget	forgot	{ forgotten forgot
blow	blew	blown	forsake	forsook	forsaken
break	broke	broken	freeze	froze	frozen
breed	bred	bred	get	got	{ got gotten
bring	brought	brought	gird	girt *	girt *
build	built *	built *	give	gave	given
burst	burst	burst	go	went	gone
buy	bought	bought	grind	ground	ground
cast	cast	cast	grow	grew	grown
catch	caught	caught	hang	hung *	hung *
chide	chid	{ chidden chid	have	had	had
choose	chose	chosen	hear	heard	heard
cleave (to split)	{ cleft clove	{ cleft * cloven	hide	hid	{ hidden hid
cling	clung	clung	hit	hit	hit
come	came	come	hold	held	held
cost	cost	cost	hurt	hurt	hurt
creep	crept	crept	keep	kept	kept
cut	cut	cut	kneel	knelt *	knelt *
deal	dealt	dealt	know	knew	known
dig	dug *	dug *	lay	laid	laid
do	did	done	lead	led	led
draw	drew	drawn	leave	left	left
drink	drank	drunk	lend	lent	lent
drive	drove	driven	let	let	let
dwelt	dwelt *	dwelt *	lie	lay	lain
eat	ate	eaten	(to recline)		
fall	fell	fallen	lose	lost	lost
feed	fed	fed	make	made	made
feel	felt	felt	mean	meant	meant
fight	fought	fought	meet	met	met
find	found	found	pay	paid	paid
flee	fled	fled	put	put	put
fling	flung	flung	quit	quit *	quit *

PRES.	PAST	PAST PART.	PRES.	PAST	PAST PART.
read	rĕad	rĕad	spin	spun	spun
rend	rent	rent	spit	{ spit	spit
rid	rid	rid		{ spat	
ride	rode	ridden	split	split	split
ring	rang	rung	spread	spread	spread
rise	rose	risen	spring	sprang	sprung
run	ran	run	stand	stood	stood
say	said	said	steal	stole	stolen
see	saw	seen	stick	stuck	stuck
seek	sought	sought	sting	stung	stung
sell	sold	sold	stride	strode	stridden
send	sent	sent	strike	struck	{ struck
set	set	set			{ stricken
shake	shook	shaken	string	strung	strung
shed	shed	shed	strive	strove	striven
shine	shone	shone	swear	swore	sworn
shoe	shod	shod	sweat	sweat *	sweat *
shoot	shot	shot	sweep	swept	swept
show	showed	shown *	swim	{ swam	swum
shrink	{ shrank	{ shrank		{ swum	
	{ shrunken	{ shrunken	swing	swung	swung
shut	shut	shut	take	took	taken
sing	{ sang	sung	teach	taught	taught
	{ sung		tear	tore	torn
sink	{ sank	{ sunk	tell	told	told
	{ sunk	{ sunken	think	thought	thought
sit	sat	sat	thrive	throve *	thriven *
slay	slew	slain	throw	threw	thrown
sleep	slept	slept	thrust	thrust	thrust
slide	slid	{ slid	tread	trod	{ trod
		{ slidden			{ trodden
sling	slung	slung	wear	wore	worn
slink	slunk	slunk	weave	wove	woven
slit	slit *	slit *	weep	wept	wept
smite	smote	smitten	win	won	won
speak	spoke	spoken	wind	wound	wound
speed	sped	sped	wring	wrung	wrung
spend	spent	spent	write	wrote	written

DEFECTIVE VERBS

PRESENT	PAST	PRESENT	PAST
beware	—	ought	—
can	could	shall	should
may	might	will	would
must	—	—	woth

XVII

CONJUGATIONS

I. THE VERB "BE"

INDICATIVE MODE

PRESENT TENSE		PAST TENSE	
SINGULAR	PLURAL	SINGULAR	PLURAL
I am	We are	I was	We were
You are } (Thou art) }	You are	You were } (Thou wast) }	You were
He is	They are	He was	They were

PRESENT PERFECT TENSE

SINGULAR	PLURAL
I have been	We have been
You have been (Thou hast been)	You have been
He has been	They have been

PAST PERFECT TENSE

SINGULAR	PLURAL
I had been	We had been
You had been (Thou hadst been)	You had been
He had been	They had been

FUTURE TENSE

SINGULAR	PLURAL
I shall be (or will be)	We shall be (or will be)
You will be (or shall be) } (Thou wilt be) (or shalt be) }	You will be (or shall be)
He will be (or shall be)	They will be (or shall be)

FUTURE PERFECT TENSE

SINGULAR

I shall have been (or will have been)
 { You will have been (or shall have been)
 { Thou wilt have been (or shalt have been)
 He will have been (or shall have been)

PLURAL

We shall have been (or will have been)
 You will have been (or shall have been)
 They will have been (or shall have been)

SUBJUNCTIVE MODE

(Often preceded by "if," "unless," "though," etc.)

PRESENT TENSE

PAST TENSE

SING.

PLUR.

SING.

PLUR.

I be

We be

I were

We were

You be

You be

You were

You were

(Thou be)

(Thou wert)

He be

They be

He were

They were

PRESENT PERFECT TENSE

PAST PERFECT TENSE

SING.

PLUR.

SING.

PLUR.

I have been

We have been

I had been

We had been

You have been

You have been

You had been

You had been

(Thou have been)

(Thou had been)

He have been

They have been

He had been

They had been

IMPERATIVE MODE

PRESENT, SINGULAR AND PLURAL

Be

PARTICIPLES

PRESENT	PAST	PERFECT
Being	Been	Having been

INFINITIVES

ROOT INFINITIVES

PRESENT	PERFECT
[To] be	[To] have been

PARTICIPIAL INFINITIVES

Being	Having been
-------	-------------

II. THE VERB "SEE"

INDICATIVE MODE

PRESENT TENSE

ACTIVE VOICE	PASSIVE VOICE
I see	am seen
You see	are seen
(Thou) (seest)	(art seen)
He sees	is seen
We see	are seen
You see	are seen
They see	are seen

PRESENT PERFECT TENSE

ACTIVE VOICE	PASSIVE VOICE
have seen	have been seen
have seen	have been seen
(hast seen)	(hast been seen)
has seen	has been seen
have seen	have been seen
have seen	have been seen
have seen	have been seen

PAST TENSE

ACTIVE VOICE	PASSIVE VOICE
I saw	was seen
You saw	were seen
(Thou sawest)	(wast seen)
He saw	was seen
We saw	were seen
You saw	were seen
They saw	were seen

PAST PERFECT TENSE

ACTIVE VOICE	PASSIVE VOICE
had seen	had been seen
had seen	had been seen
(hadst seen)	(hadst been seen)
had seen	had been seen

FUTURE TENSE		FUTURE PERFECT TENSE	
ACTIVE VOICE	PASSIVE VOICE	ACTIVE VOICE	PASSIVE VOICE
I shall see	shall be seen	shall have seen	shall have been seen
You will see	will be seen	will have seen	will have been seen
(Thou) (wilt see)	(wilt be seen)	(wilt have seen)	(wilt have been seen)
He will see	will be seen	will have seen	will have been seen
We shall see	shall be seen	shall have seen	shall have been seen
You will see	will be seen	will have seen	will have been seen
They will see	will be seen	will have seen	will have been seen

SUBJUNCTIVE MODE

PRESENT TENSE		PRESENT PERFECT TENSE	
ACTIVE VOICE	PASSIVE VOICE	ACTIVE VOICE	PASSIVE VOICE
I, you } see	be seen	have seen	have been seen
(thou), he }			
We, you, } see	be seen	have seen	have been seen
they }			

PAST TENSE		PAST PERFECT TENSE	
ACTIVE VOICE	PASSIVE VOICE	ACTIVE VOICE	PASSIVE VOICE
I, you, } saw	were seen	{ had seen	had been seen
he }		{ had seen	had been seen
(thou saw)	(thou wert seen)		

IMPERATIVE MODE

PRESENT TENSE

ACTIVE VOICE	PASSIVE VOICE
See (thou)	Be (thou) seen
See (ye or you)	Be (ye or you) seen

PARTICIPLES

	PRESENT	PAST	PERFECT
<i>Active</i>	Seeing	Seen	Having seen
<i>Passive</i>	Being seen	Seen	Having been seen

INFINITIVES

ROOT INFINITIVES		PARTICIPIAL INFINITIVES	
PRESENT	PERFECT	PRESENT	PERFECT
To see	To have seen	Seeing	Having seen

PROGRESSIVE FORM

The progressive forms are made in the active voice by adding the present participle of a verb to each of the mode and tense forms of the verb "to be"; as, for example,

I am seeing	I have been seeing
I was seeing	I had been seeing
I shall be seeing, etc.	

In the passive voice the progressive forms are made by adding the past participle to "am being," "is being," "was being," and "were being," as

I am being seen
I was being seen, etc.

This form in the passive voice is used only in the present and past indicative.

EMPHATIC FORM

This form, used in the present and past indicative and subjunctive, is made by "do," "does," or "did" prefixed to the root form of the verb, as

PRESENT INDICATIVE		PAST INDICATIVE	
I do see	We do see	I did see	We did see
You do see	You do see	You did see	You did see
He does see	They do see	He did see	They did see
PRESENT SUBJUNCTIVE		PAST SUBJUNCTIVE	
I, we,	} do see	I, we,	} did see
thou, you,		thou, you,	
he, they		he, they	

PRESENT IMPERATIVE

Do see

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